



GOVERNMENT OF THE
REPUBLIC OF VANUATU

GOVERNMENT REMUNERATION TRIBUNAL REVIEW REPORT 2024



TEACHING SERVICE COMMISSION

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17th December 2024

Dear Chairman, Teaching Service Commission

GRT 2024 REVIEW REPORT FOR TEACHING SERVICE COMMISSION

I am pleased to advise that the 2024 review of remuneration for the Teaching Service employees is complete. Attached to this letter is the review report for Teaching Service Commission.

The GRT Board is grateful for the cooperation shown during the consultations with the Teaching Service Commission. The Tribunal was able to carry out the review using the important information it collects and those that were provided by the staff of all the Commissions, the Government Ministries, and agencies. The extensive consultations that were undertaken assisted the Tribunal to complete the review successfully.

We are delighted to announce that the 2024 new GRT Determinations were undertaken based on SP10 JobWise@ Methodology, a robust internationally recognized approach with 10 factors point matrix contextualised to Vanuatu setting. Guided by a comprehensive and entrenched Job Classification Standards and market data, the salary structures for all jobs in the public service are determined by placing each job into relevant level of four (4) main career pathways including, Customer & Business Support, Operations, Technical, and Leadership.

We request that you consider the review report and if there are queries that require our clarification, please do advise your staff to take it up with the Department of GRT.

We thank you once again for the assistance provided till the completion of this review.

Yours faithfully

Saby Natonga, Chairman



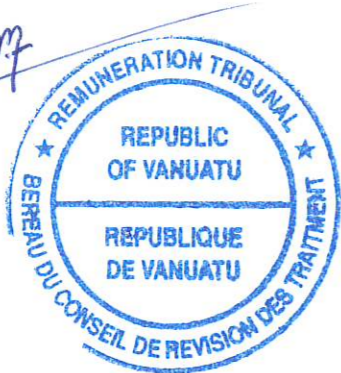
Cc:

- Hon. Johnson Simil, Minister of Education
- Bergmans Iati, Director General, Ministry of Education
- Claudia, Lekai, Acting Secretary, Teaching Service Commission
- Chrono



GRT 2024 REVIEW REPORT ON REMUNERATION FOR THE JOB POSITIONS UNDER THE TEACHING SERVICE COMMISSION

Saby Natonga
Chairman



Nigel T. Malosu
Member

Rosemary Leona
Member

Acknowledgement

Firstly, we acknowledge God for His divine guidance and blessings experienced throughout the 2024 GRT Determinations review.

This report is the end-product of the 2024 New GRT Determination Review process conducted by the GRT Department pursuant to a decision made by the Council of Ministers (COM Decision 068/2023) in response to changes in Consumer Price Index following the Covid-19 pandemic. The GRT Board notes that it took an immense amount of work and it would not exist without the invaluable contributions of a number of incredibly thoughtful, dedicated, supportive people, government partners, and agencies, including:

- GRT Board
- Strategic Pay New Zealand
- New Zealand High Commission
- National Bank of Vanuatu
- Government Ministries, Departments, and Agencies
- Teaching Service Commission
- Police Service Commission
- Public Service Commission
- Judicial Service Commission
- Parliament
- Ombudsman Office
- Office of Attorney General
- Office of Public Prosecutor
- Office of Public Solicitor
- National Audit Office
- GRT Department staff
- HRMs, HROs, Technical officers of Government Ministries

A very special thank you to the Heads of the agencies who agreed to release their technical staff to form the Secondment Officers team that led this landmark review. The GRT Department is eternally grateful to the members of the review team:

- Clement Nasse, Team Leader, Principal Remuneration Analyst, Government Remuneration Tribunal
- George Shem, Principal Job Analyst, Public Service Commission
- Wendy W. Raptigh, Judicial Development and Training Officer, Supreme Court of Vanuatu
- Ben Tokal, Principal Economic Statistician, Vanuatu Bureau of Statistics
- Eric I. Malessas, Principal Policy Analyst, Department of Strategic Policy Planning and Aid Coordination

Finally, we acknowledge all Government employees who are the ultimate beneficiaries of the 2024 new determinations for their patience and understanding throughout the long review period.

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Acronyms

COM	Council of Ministers
COLA	Cost of Living Adjustment
CPI	Consumer Price Index
GDP	Gross Domestic Product
GRT	Government Remuneration Tribunal
HRM	Human Resource Management
IMF	International Monetary Fund
JCS	Job Classification Standards
JSC	Judicial Service Commission
OAG	Office of Attorney General
OPP	Office of Public Prosecutor
PL	Public Lawyers
PMS	Performance Management System
PSC	Public Service Commission
PSO	Public Solicitor Office
SPL	Senior Public Lawyers
SP	Strategic Pay
TSC	Teaching Service Commission
VBoS	Vanuatu Bureau of Statistics

1 INTRODUCTION

This report documents all the works undertaken to produce the 2024 new GRT Determinations for all persons employed by government employing agencies, in this case, for the job positions of persons employed by the Teaching Service Commission and related educational institutions.

The GRT is responsible for determining the remuneration of government employees in Vanuatu in accordance with the Government Remuneration Tribunal Act. The purpose of the Act is “to establish a government remuneration tribunal to consider and determine the maximum remuneration payable to those persons employed by or appointed to positions by the Government or by an agency of Government.” The object of this Act is “to adopt principles of consistency, economy of resources, and disciplines in determining the remuneration of those persons employed by, or appointed to positions by, the Government or by an agency of Government.”

Under the GRT Act, the Government Remuneration Tribunal is established, among other things, to “review and determine the maximum remuneration payable, ... and to make a determination that adjusts, either upwards or downwards, the remuneration of any person listed in subparagraphs (i) to (viii) of section 13(1) and in carrying out such functions may “fix scales of remuneration and prescribe rules governing the application of scales of remuneration...”

Those persons listed in Section 13 (1)(a) of the Act are the employees of all the Government ‘employing bodies’ comprising four public service commissions – Public Service, Teaching Service, Police Service and Judicial Service - and other Government entities in the wider public sector.

In other words, the GRT is responsible for setting the pay structure and determining pay rates for all Government employees, and prescribing rules for the implementation of the pay structure and pay determinations.

The Act defines ‘remuneration’ as “a reward for services and includes salaries, wages, allowances, fees, expenses and every other form of income or recompense whatsoever,” and ‘determination’ as “a decision of the Tribunal fixing the maximum amount of remuneration payable to persons subject to this Act.”

Further, according to GRT Act, in determining any remuneration section 16(a - e) expressly states that the Tribunal must have particular regard to the following criteria:

- (a) the need to achieve and maintain relativity with the private sector;
- (b) to ensure that the best persons are employed through a recruitment and retention of personnel policy that takes into account the special responsibilities and duties required of persons employed in Government.
- (c) the adequacy of the current remuneration;
- (d) the aim for consistency and uniformity in remuneration rates;
- (e) the budget and resources available to Government for remuneration when making determinations.

By implementing GRT Act, the present determinations take into account relevant applicable legislation and policies:

- Employment Act
- Minimum Wages Act
- Public Service Act
- Judicial Services & Courts Act
- Police Service Act
- Members Expenses and Allowance Act
- Official Salaries Act
- Education Act
- ILO Convention
- Ombudsman Act

2 BACKGROUND

2.1 Problem Statement

From 1980 to the mid-1990s, Vanuatu's public services were severely affected by static unattractive pay packages which resulted in high turnover and costs. During mid-1988 and 1989, the GRT Act [Cap 250] attempted to address the issue. However, it was not until the 2017 GRT Determinations (subsidiary legislation to the Principal Act) that pay structures were established and used by all of government and its agencies, raising all/most pay rates.

The Tribunal last reviewed remuneration in 2018. That review resulted in 22 pay determinations which were implemented by the relevant employing bodies between 1st January 2018 and 1st January 2019. A recent evaluation of the implementation of those 2018 determinations discovered serious issues with existing determination implementation practices that have resulted in several anomalies and ultimately incurring high costs to Government.

A market survey of pay rates in Vanuatu in 2023 revealed that Government pay was lagging behind the market by some measures since the last GRT determination in 2018. Apparently, this lag underlies Government's recent policy decision to increase the minimum wage from VT 220 to VT 300.

The pay structure applied to Government jobs deserves special attention because pay rates have an effect on the quality of employees hired, their motivation, their performance, and their satisfaction. This is particularly so at the present time considering evidence of an ever-widening gap between the pay rates being offered by Government employers and employers in the private sector.

The problem facing the Government, with regard to remuneration, is that the Government current pay structure does not offer opportunities or incentives for career progression, pay levels are not always competitive compared to those offered in the private sector, and especially those at lower levels such as drivers, cleaners, secretaries and administration officers, are tempted to seek greener pastures in New Zealand and Australia. Anecdotal evidence indicate the morale is low amongst employees with 90% percent complaining of financial hardships, increased debt issues, health issues, limited opportunities and economic inequalities.

There are also problems with remuneration inconsistencies and internal relativities across the different Government employing bodies, and with implementation of remuneration determinations.

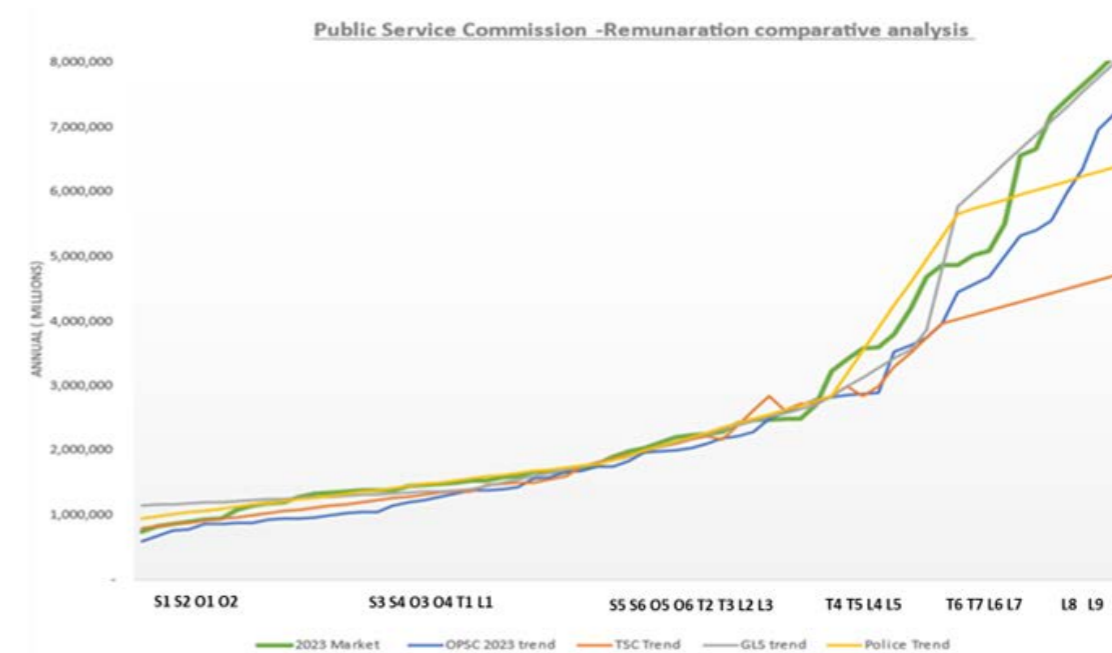
2.2 2023 Market Survey Analysis and Remuneration Relativities

In 2023, an independent survey of Vanuatu employers in the public and private sectors was conducted by Strategic Pay - New Zealand. The survey gathered data relating to 10,640 jobs across 22 employers (77% government sector and 23% private sector). The survey methodology was based on Strategic Pay's SP10 job evaluation methodology and JobWise® job mapping methodology.

Independent analysis of the survey data compared pay rates for benchmark jobs in the government and private sectors. Figure 1 presents a comparative analysis of the Survey data on the pay rates of

different levels of jobs under the four Commission or Employing bodies, relative to the benchmark jobs in the market. The Y-axis shows the annual pay while the X-axis shows the career pathways from lower-level jobs (business support and operations), to higher level jobs (Technical and Leadership).

Figure 1 – Comparative Analysis of 2023 Survey data



This analysis reveals notable similarities and differences in Government pay relative to the market. It shows that Government tends to pay employees at different levels on the career pathways, close to the market rate, with some variation. Generally, as the market rate rises, so does Government pay rate of jobs under the commissions. However, compared to low and mid-level jobs, high level technical and leadership jobs tend to lag behind the market.

The analysis revealed a different pattern that is somewhat intriguing. It appears that top level commissioned officer jobs under the Police Service Commission and OAG senior public lawyer jobs under the Judicial Service Commission, have exceeded the market for technical and leadership jobs. Under the Public Service and Teaching Service commissions, S1-S6 and O1-O6 jobs generally have pay rates on par with or below the market.

The analysis also shows that technical and leadership jobs in all the Commissions, with exception of those under the Judicial Service Commission, are being paid below the market. Interestingly, technical and leadership jobs under the Judicial Service Commission, specifically OAG senior lawyers, have pay significantly higher than the market average relative to high level jobs in other commissions.

Overall, while the pay rates for technical and leadership jobs in the Public Service and Judicial Service commissions approach those of the market, the pay rates for comparable jobs in Teaching Service and Police Service commissions are obviously lagging the market. It seems that the Judicial Service Commission believed that pay rates for their technical jobs (OAG senior public lawyers) were lagging far behind the market, so they quickly raised pay rates. Consequently, technical and leadership jobs under the Judicial Services Commission (OAG Senior Public Lawyers) and the Police Services Commission rose above the market while job in other commissions remained below the market.

While the pay of low-level and mid-level jobs tend to follow the market, the opposite situation is observed for high-level jobs. These inconsistencies suggest that employing bodies are not applying GRT determination principles of consistency and uniformity.

2.3 Review of 2018 Determinations

In preparation for 2024 new GRT Determination, the GRT Office conducted a compliance review of the implementation of the 2018 Determination within those employing bodies affected by that determination. The objective of the review was to determine whether the employing bodies complied consistently with 2018 determinations and associated implementation rules and guidelines. The review identified several institutional challenges and related anomalies, in addition to issues highlighted in the problem statement earlier.

There are general observations made regarding inconsistencies, and the pace and basis upon which the employing bodies implemented the 2018 Determination. Some employing bodies promoted employees faster and with significantly higher pay increment than did others. In contrast, under some employing bodies, employee increments are not applied consistently and regularly. In general, employing bodies failed to comply with the prescribed determination guidelines and rules which constitute a legally binding document. There are indications that employing bodies fall short of the standard practice of appointing people to jobs with right level of qualifications and experiences.

There are inconsistencies within and between employing bodies. For example, contrary to other commissions where people are paid based on overall job responsibilities, the Teaching Service Commission differentiates pay based mainly on education qualification. For instance, a person who possesses a bachelor degree in primary teaching is paid higher than someone with a diploma of teaching who teaches in primary schools. Also, it was found that under the Judicial Services Commission, judges were wrongly assigned to the same annual pay band as OAG senior public lawyers, whereas ideally, they should be placed within higher band, reflecting a clear career path in the legal sector.

In relation to the implementation methodology used, the report noted weighting differences in criteria for pay determination between the Teaching Service Commission and Public Service Commission. For example, *“The TSC Determinations has specified and allotted unequivocally the positions of teachers with remunerations criteria such as qualifications, teaching or industry experiences, number of students enrolled, etc. In contrast, PSC Determinations presumably does not prescribe positions and remunerations criteria, but diverts such notion to be integrated within the contents of positions job descriptions. This presumption effectively affirms PSC’s general perspective to consider that qualifications are merely inferior to experience.”*

Noting the weaknesses of the past Determinations, the report also stressed, *“It is extremely vital that PSC and GRT should continue to jointly liaise and collaborate in addressing employments issues such as prolonged implementations of GRT anomalies, approved structures, increments, alignments, regrading, etc, effectively and efficiently subject to PMS.”* By implication, GRT should also collaborate with other employing bodies and ensure there is consistency and uniformity in practice across all of them.

The interactive process of validation of Job Classification Standards also exposed several issues which may be attributed to a lack of proper system of checks or because of malpractices embedded in the systems. Table 1 presents a summary of the key issues observed that need serious consideration by all employing bodies.

Table 1: Key Issues Exposed at Consultations

Components	Issues
Organization Structure	Not properly designed, superfluous positions created, misalignment between function and position, discrepancies in hierarchy of positions labelling, lack of standardization.
Job Descriptions	Outdated or irrelevant JDs, vague job specifications, ambiguous job purpose statement, inappropriate job position labelling, weak standardization.
Salary Grades	Presence of overpaid and underpaid positions, poor job evaluation, improper pay grades granted to certain positions, positions are perceived to be unfairly paid same grade regardless of whether it is a business support, operation, technical, or leadership job.
Performance Management System	Tendency to pay people high salary without proper performance appraisal; Some people move up faster in the salary structure than others; performance appraisal is susceptible to bias judgement; some people not receive salary increment for relatively long time.
Qualifications and Experience	Many outliers: some people are paid far higher or lower than they should, contrary to their current qualifications and experience, and contrary to their nature of work relative to other jobs;
Market relativity	Some positions are paid at the market rate while others lag behind or exceed the market for certain career pathways;

If left unaddressed, these issues can adversely impact organizations effectiveness, HRM functions, employee outcomes, and will eventually weaken the effectiveness of current and future GRT Determinations. These issues can also undermine overall government performance and undue spending. Determination history records show that errors in determination implementation have been costly to Government.

The M&E Report included recommendations for improvement which suggested the need for mutual understanding of the legal framework, greater collaboration between GRT and all the employing bodies. But, most importantly, the findings and recommendations attested of the need for GRT to adopt a new methodology for its 2024 determination. In other words, a robust methodology was needed to prevent anomalies, address inconsistencies, misalignment, and establish clear rules and standards for effective implementation.

2.4 Economic environment

The 2024 New GRT Determinations act as a buffer against domestic economic challenges arising from shifts in global politics and economic trends. The IMF projects a decline in global growth from 3.5 percent in 2022 to 3.0 percent in 2023 and 2.9 percent in 2024, largely due to slowdowns in advanced economies¹. Despite weaknesses in the manufacturing sector, the services industry remains robust, helping to mitigate these downturns. Additionally, headline inflation is expected to steadily decrease from 8.7 percent in 2022 to 6.9 percent in 2023 and 5.8 percent in 2024.

In Vanuatu, the first Macroeconomic Committee approved in 2023, forecast a downward revision of 1.7 percentage points in real economic growth compared to the fourth quarter of 2022 resulting in a growth of 3.6 percent. However, a robust recovery is anticipated in 2024, with Real GDP

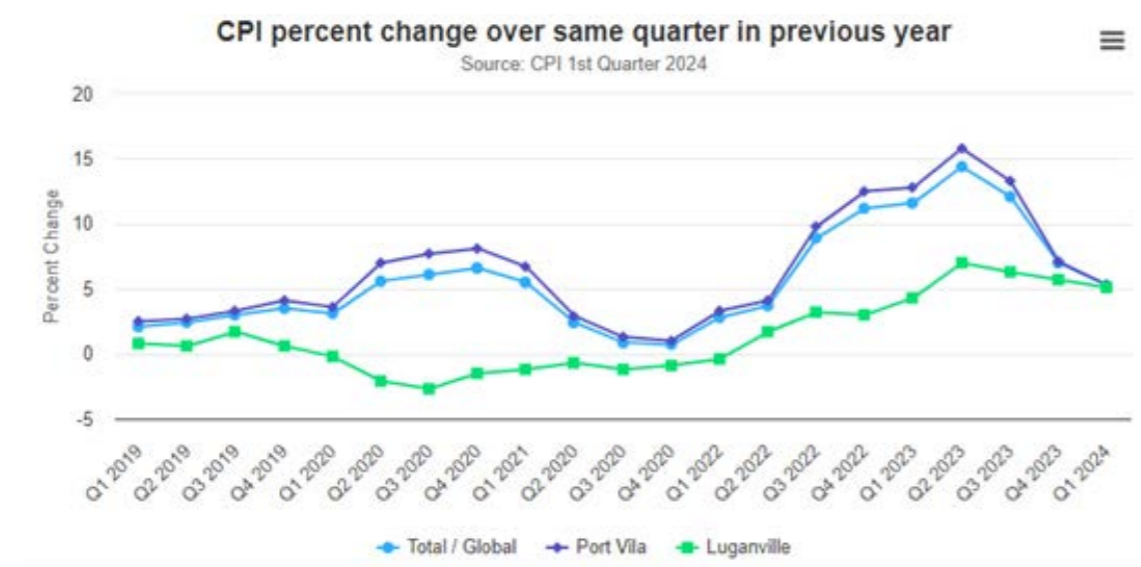
1 Reserve Bank of Vanuatu Quarterly Economic Review September 2023

projected to surge impressively by 4.8 percent, driven by strong performance in the industry sector and sustained government support for Agriculture, Forestry, and Fisheries. Over the medium term (2025-2027), Real GDP is expected to maintain an average annual growth of 3.0 percent, despite ongoing global economic challenges, such as the emergence of new COVID-19 variants.

While economic projections seem encouraging, the Consumer Price Index indicates that inflation will continue to challenge consumer purchasing power for the foreseeable future. According to the Vanuatu Bureau of Statistics, the CPI increased by 5.3% in the first quarter of 2024. In relative terms, the CPI has risen by 33.2% since 2018, the year when the last determination was implemented. Figure 2 illustrates the CPI annual movement.

Thus, if someone's pay stays the same as the prices of goods and services increase, they have less purchasing power because they are getting paid less relative to the cost of living. This is the situation that prompted 2024 new determinations as a cost-of-living adjustment or COLA policy decision by the national Government. Fundamentally, the pay raises meaningfully put into effect public service pay philosophy.

Figure 2 – CPI Annual Movement



2.5 Pay Philosophy

The philosophy underpinning this Determination is to promote and motivate the public sector staff with equitable and competitive compensation that adequately shows the value placed in public employees and appreciation for the work they perform in terms of service delivery. Government's intention is to always offer payment standards that reflect organizational values, considering market trends and standards comparison. GRT also consider hiring, retention, budget, and respect to the rules under applicable legal framework. Thus, by applying COLA Government hopes to achieve increased employee loyalty, better morale, and greater productivity. Employee loyalty is necessary to curb potential labour shortages that may arise from overseas migration of skilled and unskilled labour. By offering pay raise, the Employing Bodies hope to attract and retain the best possible employees to public sector and communicate Government's appreciation to those working for the public. Government, through GRT, pledges to keep compensation non-discriminatory and to always offer public employees as comprehensive a salary as Government's financial ability can allow.

3 GRT OBJECTIVES AND STRATEGY

After considering the findings of the 2023 Market Survey, the compliance report on the implementation of the GRT's 2018 Determination, and the economic context, it was clear to the GRT that the existing pay structure was not working to attract, motivate or reflect the full potential of employees, or to retain them.

It was also clear that to design a better pay structure, address the shortcomings in existing methodologies and practices used to implement GRT determinations, and avoid the persistent issues such as those identified in the review of the implementation of the 2018 determinations, new methods were needed for evaluating jobs, classifying them, and positioning them within a framework that facilitates career progression and underpins a logical pay structure.

GRT's objectives were therefore:

- To review determinations and apply cost-of-living adjustments by establishing a new internationally-recognized determination process that is reliable, consistent, and replicable
- To standardize job sizing methods by establishing new Job Classification Standards with clear career pathways as a framework for new pay structure
- To reset and establish new market-based pay structure that would meet the needs and context of all the employing bodies
- To arrive at a fair, equitable, and affordable Determinations for all jobs, job categories, and job levels in government

To achieve its objectives, the GRT:

- Evaluated and classified all jobs using new methodology
- Consulted with employing bodies and relevant staff on job placement into career pathways
- Positioned all jobs within a new job class/career pathway framework which is linked to a new pay structure
- Developed a new pay structure based on market-based structure
- Translated existing pay structure to the new pay structure
- Proposed pay increases taking account internal and market relativities, the economic context, pay philosophy, affordability, and sustainability
- Consulted with Ministry of Finance on the proposed new pay structure and pay increases
- Developed rules and standards for implementing determinations
- Made a 2024 Determination

Critical to the success of this strategy has been the decision to engage with Strategic Pay, a New Zealand company with extensive experience working with governments of Pacific Island countries and to actively consult with the employing bodies. With Strategic Pay's methodologies, tools, training, advice, and support, and inputs from the employing bodies, the GRT has been able to design a government pay structure that is more valid, reliable, equitable and robust than previous structures have been. All these works were carried out and customized to arrive at the new salary determinations for each employing body and the Teaching Service Commission.

4 EVALUATION AND CLASSIFICATION OF JOBS

Job evaluation is the systematic process of establishing the relative sizes of jobs by comparing jobs or job content on the basis of common criteria. Effective job evaluation is:

- A comparative process
- A structured and analytical process, applied to data collected for the purpose
- A systematic approach to assessing the relative worth of each job through the application of judgement
- Job-centred, not person-centred

The GRT Office has evaluated all Government jobs using the Strategic Pay's SP10 evaluation methodology, job classification standards, and JobWise job mapping framework. These tools were tailored to the Vanuatu context and carefully calibrated for compatibility with existing systems and approaches. How to use the tools is captured in a manual. The SP10 methodology uses a '10 point-factor' approach (see Table 2) drawing on a framework of job classification standards, descriptors of factors, against which each job is evaluated to gauge the relative size of jobs on the basis of common criteria. The methodologies focus on jobs not the people doing the jobs.

Table 2: 10 Factors

Factors	Description
1. Education	The minimum level of education required to perform the functions of the position competently. This combines formal as well as informal levels of training and education.
2. Experience	The level of experience typically required to perform the role competently. This experience is in addition to formal education, and assesses both the nature and breadth of general, technical and managerial experience.
3. Complexity	The level of predictability in the role and the innovative or conceptual thinking required to respond to external influences impacting on the organization and the position.
4. Scope	The breadth or scope of the position (i.e., the level of influence in the organization). This factor assesses the level of management, working relationships and influence the position is required to exercise in the organization.
5. Problem Solving	The nature and complexity of problem solving expected of the jobholder. This includes the judgement exercised, availability of rules and guidelines to assist in problem solving, the degree of analysis and research required, and the originality, ingenuity and initiative required to arrive at a solution.
6. Freedom to Act	The extent of supervision, direction or guidance imposed on the jobholder and the freedom the jobholder has to take action.

7. Impact / Results of Decisions	The impact of the discretionary judgement a jobholder has when making competent decisions within their control. The evaluator must consider the direct impact of a typical, repeatable (and competent) decision that would be made without reference to a supervisor. This factor measures the discretionary or marginal impact the jobholder's decisions have and not the consequence of error.
8. Interpersonal Skills	The level of interpersonal skills required for dealing with employees within the organization, as well as external clients or customers and / or the public in general.
9. Authorities	The formal authority levels exercised in the position, including financial, staffing and contractual authorities. This includes routine and capital expenditure, the authority to employ and dismiss staff, and also the authority to enter into contracts on behalf of the organization.
10. People Management	The responsibility for the supervision and management of staff within the organization, including project team management and indirect supervision.

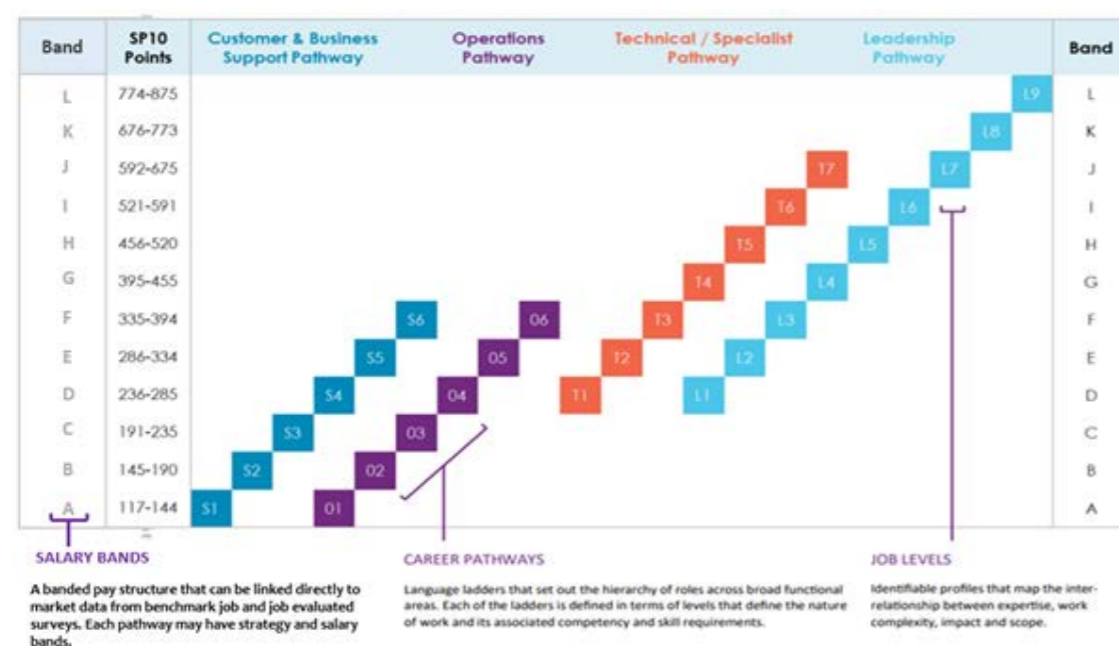
On the basis of job classification, the JobWise® job mapping framework methodology assigns jobs firstly to generic career pathways, and then to job levels that best match job content and skill requirements. The outcome is a career pathway and level for every job. (Career pathways and job class refer to the same thing and the terms are used interchangeably.)

The JobWise® job mapping methodology streams work into four functional streams:

- Leadership
- Technical
- Operations
- Customer and Business Support

The functional streams are laid out to demonstrate the hierarchy of jobs levels within Career Pathways relative to each other as depicted in Figure 3.

Figure 3 – The JobWise Framework



This framework integrates bands, career pathways, and job levels. Each stream has a number of well-described complementary levels, with examples of roles at each level. The requirements relating to all jobs are presented in Job Classifications Standards Tables (refer to Appendices).

The design of job classification systems is complex undertaking². They must combine flexibility and coherence. Experts assert that a job classification needs to be flexible to fit to the evolving needs of the organization and the competences available on the job market. However, the classification also needs to be coherent and stable over time. This is because it is a tool for the government to manage promotions, training needs, and implement strategic planning. Moreover, it provides employees with transparency and predictability regarding their pay and career, hence is an important component of attractiveness.

An effective job classification system must find the right level of precision and specification in positions and grades. When too precise, it makes it difficult for managers to adapt a job to changing circumstances, such as the introduction of new tasks, technology or working methods. On the other hand, if too broad, it may not give enough room to differentiate pay according to job characteristics, which may affect employer attractiveness. It may also make it harder to manage career paths.

An effective job classification is related to the purpose of use. Hence, the needs of recruiters have to match the job classification system and standards. A one-to-one correspondence between demand and classification has the advantage of precision, transparency, and efficiency in the matching process. However, if the job classification is too narrow, frequent revisions will be needed. This is because a public servant is hired under a particular job classification but expects that the role or the working conditions will evolve as changes in working conditions or the work environment within those boundaries are possible in broader dynamic environment.

² OECD (2021), The Public Sector Pay System in Israel, OECD Publishing, Paris.



5 PROPOSED NEW PAY STRUCTURE

The pay structure is a survey-based pay structure. Under the survey structure, the data for benchmark jobs were provided in terms of low quartile, median, and upper quartile. This information is applied to the new salary structure grades of minimum, midpoint, and maximum, respectively.

The pay structure for each job class/career pathway and associated levels for all persons appointed by the Public Service Commission is presented in Appendices, together with related JCS. The pay structure provides a uniform framework to consistently determine how employees are paid. As a scale, it is made up of pay grades for different levels of jobs. Except for higher level jobs, for most jobs and job classes/career pathways, each Band has a range spread ranging from Grade 1 (minimum) to Grade 9 (maximum) with a midpoint Grade 5.

The career pathways and levels within pathways in the JobWise framework correspond to the pay bands that underpin the pay structure. The new pay structure commonly applies to all jobs regardless of the employing body, unless stated otherwise by the GRT. This is a change from the previous practice whereby each employing body applied different principles.

It must be noted that the salary structure also designed as a performance-based structure. A performance-based structure implies that an officer appointed to a position has the opportunity to receive a minimum salary and move up each salary grade subject to improvement in job performance. Thus, this salary structure design is adopted to provide that an employee salary is not permanently constant or fixed. The design allows and an employer to grant an employee an upward adjustment where applicable; for example, if the officer shows consistent improvement at the job.

While a performance-based structure gives an advantage for employees, a performance-based structure can be misapplied or abused by an employer. For instance, without applying a reliable Performance Management System and applying the relevant rules of application provided in the Determinations, an employing agency, with legitimate authority they possess, might promote an employee to a higher salary grade subjectively and/or within short period of time. Under the new 2024 Determination rule, an employer may administer an increment if and only if the employee performs his/her job successfully during two years in a row. Experience attests of the fact that some employing bodies, deviate from this rule, by moving staff up faster than others.

Below is a set of design features that the employing bodies should take into consideration when applying the new pay structure. The GRT will establish compliance mechanisms to ensure these features are understood and adhered to in practice.

5.1 Design Features

- Pay structure is based on the job classes/career pathways and levels established under the new methodology
- The job classes/career pathways and levels within each job class/career pathway correspond to pay bands in the Job Classification Standards framework
- Consider all 10 factors when designing and evaluating positions, instead of focusing on education and experience

- iv. Jobs are evaluated on the basis of the job, not the person occupying the job
- v. The pay grid is designed in accordance with the Job Classification Standards framework, used to place all jobs in the appropriate band and grades.
- vi. Jobs that have similar job evaluation scores are grouped under the same band with standard specifications or factor descriptors.
- vii. Job holders may move from jobs in the support or operation career pathways to jobs in the technical or leadership pathways on condition that they upgrade to meet the prescribed JCS factor descriptors.
- viii. The maximum and minimum pay for each job class/career pathway job level reflect the pay ranges in the Vanuatu job market, based on the 2023 market survey
- ix. The grades system is designed in way that allow pay-for-performance policies and application of pay philosophy
- x. Grades are designed with extended range spread in order to allow 'headroom' to reward high performers
- xi. Increments are administered every two (2) years for all job positions; increment applied below the mid-point are administered by the Head of agency while increment applied above the mid-point require Commission's or Board's formal approval, denoting performance excellence.
- xii. Increments are administered only to job holders who consistently demonstrate highest level performance during two (2) consecutive years in the same position.
- xiii. Increments will vary in size using a percentage formula rather than an absolute amount and the rate may vary depending on whether it is applied to grades above or below a midpoint.
- xiv. Reward and monitor staff performance by having a higher incremental growth formula for higher level staff than for lower levels.
- xv. All employing bodies are obliged to apply GRT established Job Classification Standards and associated guidelines when carrying out HRM design practices (e.g., JD reformulation, Training, Performance Appraisal, Recruitment & Selection) and organizational design (restructure).
- xvi. Inappropriate job design or job grading practice and arbitrary decisions relating to appointments of people by employing bodies, contrary to established JCS undermine and bridges GRT principles of pay relativities, internal and external alignments, and criteria of consistency and uniformity.

On the other hand, one should note that the performance-based structure and pay increment system may not be applicable to the Teaching Service Commission current pay adjustment system for teachers and heads of schools. Unlike for other jobs, this is due to the fact that external criteria such as the size of school-the number of enrolments and the cycle of education, remain some of the determining factors apart from qualification and number of years of experience. This is a limitation of the new methodology although its job classification standards offered reliable basis for determining teachers and staff remunerations. The GRT may learn from and adapt the new system in the future to look into how to generate clear and customized job classification standards for teachers with factors that directly align and reflect the teaching and school setting.



6 2024 DETERMINATION PROCESS

To determine the appropriate pay for each job, several factors were taken into account including:

1. Market relativities (2023 survey analysis)
2. Minimum wage rate
3. Consumer Price Index
4. Affordability and sustainability of potential pay increases
5. Government pay policy

Following consultations with the employing bodies, jobs were linked to pay grades on the pay grid. The final stage, was to apply standard percentage increases, where applicable, to the pay for each job. This process achieves fairness, internal relativity and alignment. Working with the Department of Finance, the Team compared the existing costs for each employing body with the costs if the proposed new rates were applied.

6.1 Pay Adjustments rates and assumptions

The SP10 and related survey findings have provided for a new salary structure according to all four career pathways with an average increase of 8% from one grade to the next. The new salary structure for the bottom level jobs, S1 and O1, was automatically adjusted at 4% increase to follow the market starting salary in accordance with the new minimum wage. The new adjustment parameter is consistent with the Bred Bank 2016 survey findings. This 2016 survey revealed that employers in private sector usually increase salaries of their staff by paying between 2% to 10% range on top of base salary in response to CPI change. Assuming that this private sector range remained applicable against present CPI, GRT ensures the 2024 new GRT Determination decisions keeps the Government policy in sync with the private sector parameter.

However, in most cases, pay adjustments for jobs in this instance were determined considering the status of the current annual pay, position, and career pathway, and relative to other jobs in the organization. For jobs that were reset to new base pay in the new pay structure, it is anticipated that the employing bodies will incrementally raise the pay to higher grade based on good performance. Similarly, the challenge of adjusting pay increases also took into account other factors, the most common of which are endogenous discrepancies and GRT governing principles, including fairness, internal relativities, consistency, acceptability, resource and discipline. Ultimately, market-derived parameters are applied in salary adjustments decisions in order to minimize variance; and also, adjustments are made in such a manner to maintain homogeneity and interdependency between jobs, career pathways, and organizations as a whole.

6.2 Proposed new guidelines/rules for applying the pay structure and implementing GRT determinations

The GRT submits to employing bodies the following recommendations for new rules for applying the pay structure and implementing GRT determinations. These guidelines should be applied in order to maintain consistency and uniformity and also uphold fairness and equity in practice. The GRT will establish compliance mechanisms to monitor implementation of these guidelines and rules.

1. Maintain collaboration with GRT Office by consulting and seeking guidance when designing new jobs (JDs) and Job Specifications, even restructuring.
2. Develop and implement Performance Management System (PMS) and other relevant HRM practices in line with 4 Career Pathways and related Job Classification Standards
3. Always make appointment of people to positions on merit and in accordance with the principle of “Right Person in the Right Position” at all times taking into account the GRT pay framework.
4. Ensure job and organizational designs or job-related reforms are undertaken with expert input from or by competent or technical personnel in order to maintain best practice and integrity of the institutional processes.
5. Consider revision of Job Description and templates to incorporate features that bring JD into alignment with Job Classification Standards and Pay Structure
6. Maintain that incremental pay increases from one pay grade to the next is based on reliable PMS process and objective criteria.
7. Establish a committee of competent individuals to review, adapt, and monitor the implementation of the organization’s structures and Job Descriptions with related templates.
8. Realign organizational change processes, procedure, and adapt existing human resource management practices to the new GRT methodology and technology.



Teaching Service Commission			
Teachers	Secondary Principals	38	5,557,864
	Primary Principal	10	1,308,736
	Secondary Teachers	953	123,535,100
	Primary Teachers	1489	188,337,916
	ECE Teachers	685	177,971,736
	PSET Teachers (VIT)	50	3,854,812
	TOTAL	3175	500,566,164



8 APPENDICES

Appendix 8A. GRT Determination 16 of 2024 – GRT Determination on the Job Classification Standards, Salary Structure, and Allowances for the positions of principals, deputy principals, head teachers, and deputy head teachers appointed by the Teaching Service Commission.

Appendix 8B. GRT Determination 17 of 2024 – GRT Determination on Job Classification Standards and Salary Structure for positions of persons appointed by agency of government to teach in the Post-School Education and Training institutions.

Appendix 8C. GRT Determination 18 of 2024 – GRT Determination on Job Classification Standards and Salary Structure for positions of persons appointed by the Teaching Service Commission as teachers of secondary, primary, and kindergarten schools.

Appendix 8D. GRT Determination 19 of 2024 – GRT Determination on Job Classification Standards and Salary Structure for positions of ancillary staff appointed by the Teaching Service Commission or Schools or Post-Secondary Education and Training institutions.

Appendix 8A. GRT Determination 16 of 2024 – GRT Determination on the Job Classification Standards, Salary Structure, and Allowances for the positions of principals, deputy principals, head teachers, and deputy head teachers appointed by the Teaching Service Commission.

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OFFICE OF THE GOVERNMENT REMUNERATION TRIBUNAL		
GRT DETERMINATION 16 of 2024 NOTICE No. ... of 2024		
TEACHING SERVICE COMMISSION		
GRT DETERMINATION ON THE JOB CLASSIFICATION STANDARDS, SALARY STRUCTURE, AND ALLOWANCES FOR THE POSITIONS OF PRINCIPALS, DEPUTY PRINCIPALS, HEAD TEACHERS, AND DEPUTY HEAD TEACHERS APPOINTED BY THE TEACHING SERVICE COMMISSION		
This Determination sets out the Job Classification Standards and Salary Structure for the positions of Principals, Deputy Principals, Head Teachers and Deputy Head Teachers appointed by the Teaching Service Commission. It comprises:		
PART	CONTENT	PAGE
1	GENERAL	2
2	RULES OF APPLICATION OF DETERMINATION	2
3	RELATED MATTERS – ALLOWANCES FOR PRINCIPALS	3
4	THE JOB CLASSIFICATION STANDARDS TABLES FOR THE POSITIONS OF PRINCIPALS AS ASSIGNED TO LEVELS OF THE LEADERSHIP CAREER PATHWAYS	4
5	TABLE 5.1 SALARY STRUCTURE FOR PRINCIPALS	9
6	ALLOWANCES	11

PART 1 – GENERAL

1.1 Authority:

- 1.1.1 This Determination is issued in accordance with section 13(1) of the Government Remuneration Tribunal Act 1998 [CAP 250]
- 1.1.2 The Tribunal may issue guidance notes from time to time to assist the Teaching Service Commission in the administration of this Determination.

1.2 Application:

- 1.2.1 This Determination applies to a Principal, a Deputy Principal, a Head Teacher and a Deputy Head Teacher appointed by or employed by the Teaching Service Commission.
- 1.2.2 This Determination applies to jobs specified in section 1.2.1 that are assigned to Leadership (Level L2 – Level L8) career pathways of SP10 JobWise® Framework.
- 1.2.3 No other person should be accorded the salary stated on this Determination other than those persons stated on 1.2.1 of this Determination.

1.3 Effective Date:

- 1.3.1 This Determination takes effect as of 1st December 2024.
- 1.3.2 This Determination supersedes any earlier decision made on the salary of Principals., a Deputy Principal, a Head Teacher, and a Deputy Head Teacher.

PART 2 – RULES OF APPLICATION OF DETERMINATION FOR PRINCIPALS

2.1 Setting the Salary

- 2.1.1 The Commission shall determine the work value for the position of the Officer stated on section 1.2.1 of this Determination in accordance with the Job Classification Standards and Salary Structure set out in PART 4 and PART 5, respectively, of this Determination.
- 2.1.2 In determining the work value of the position specified in paragraph 1.2.1, the Commission is expected to exercise prudent business judgement by applying salaries commensurate with the responsibilities and accountabilities of the office as depicted by the Job Classification Standards set out in PART 4 of this Determination.
- 2.1.3 A Deputy Principal or a Deputy Head when acting in the position of Principal or Head of primary school shall be paid the minimum or base salary of that position as determined in Table 5.1.
- 2.1.4 Each salary grade sets the maximum payable for the position level of Principal corresponding to the number of students enrolled.
- 2.1.5 A Teacher when acting on a position stated in paragraph 1.2.1 shall be paid relevant allowance as determined in Table 6.1.

- 2.1.6 A new person appointed on probation to a vacant or new position specified in paragraph 1.2.1 shall be paid the minimum annual salary (base salary) belonging to the Band for the period of probation. After the probationary period, and subject to Commission approval to permanent status, the person shall be paid the salary corresponding to the enrolment criteria as specified in Table 5.1.

2.2 Adjustment to Salary:

- 2.2.1 Adjustment to salary for the positions specified in paragraph 2.1.2 shall be made in accordance with school enrolment criteria set out in Salary Structure Table 5.1.

PART 3 – RELATED MATTERS

3.1 Take home pay entitlements:

- 3.1.1 A Principal or Head Teacher, as specified in section 1.2.1, other than an Acting Principal and a Head Teacher, shall be entitled to (i) a Housing Allowance and (ii) a Child Allowance.
- 3.1.3 The details on allowances are presented in the GRT Determination 33 of 2024 for Allowances.





PART 4 – THE JOB CLASSIFICATION STANDARDS TABLES FOR THE POSITIONS OF
PRINCIPALS AS ASSIGNED TO LEVELS OF THE LEADERSHIP CAREER
PATHWAY.

Table K-L8	The Job Classification Standards Table for the positions of Principal Post- Secondary Education Training (PSET) as assigned to Band K and the Leadership pathway Level L8.				
Band	Grade & Score	Jobwise Pathway Descriptor	Leadership Career Pathway Level L8 Factor Descriptors (Jobs requiring varied degree of supervision of people, power, and oversight of general management functions)		Example Positions
K	L8 676- 773	Function Manager: Leadership of a single function or aspect of a large function where the impact on overall organisation end results is significant. Typically managing managers or team leaders with staff in technical/ specialist roles requiring high levels of expertise.	Education	J. TERTIARY / PROFESSIONAL Requires applied knowledge and understanding of the theoretical knowledge base in a specialised field or equivalent level of management. One or more academic degrees in a specific discipline is essential to perform complex assignments and formulate appropriate responses to resolve both concrete and abstract problems requiring analytical, specialist technical and creative input. -VQF 8-10	• Principal PSET
			Experience	J. DIVERSE EXPERIENCE The job requires experience in managing and administering a major function or a small / medium organisation, or a major department / brand of a large organisation.	
			Complexity	D. INVOLVED While the end results are generally defined, the means of achieving them are unspecified. Continuous balancing o conflicting demands from diverse sources is required and a high level of unpredictability and variability is encountered.	
			Scope	E. CORPORATE Functional responsibility at a corporate level, involving central coordination of a specialist or staff function and requiring the integration or coordination of activities and influence over relevant policy and procedures in all operating areas of a large organisation.	
			Problem Solving	E. COMPLEX Problems contain unusual and unexpected elements which have not been previously encountered. Extensive research ay be required, possibly extending up to 9-12months. Corporate policies and in-house expertise will not provide a complete answer to the problem.	
			Freedom to Act	E. GUIDANCE The jobholder is expected to work with a large degree of independence within the organisation's plans, policies and reporting requirements. Overall guidelines and objectives are discussed initially, and progress is reviewed intermittently and informally	
			Impact of Decisions	D. IMPACT Direct impact of a single discretionary decision causes major impact, which can be expressed in vatu terms of tens of thousands of vatu.(managers of larger teams and more resources)	
			Interpersonal Skills	E RESOLVE/SHAPE Extensive contact at a senior level requiring high level of communication skills (e.g. mediating, advocating, counselling, negotiating) on sensitive, difficult, and complex issues; and / or the skills required for leading a very small organisation.	

			Authority	D. FINANCIAL AUTHORITY. Approves routine expenditure within budgetary limits and is accountable for an expenditure budget.	
			People Management	D 1 - 2. STAFF RESPONSIBILITY Has full supervisory / managerial responsibility for 30-99 staff. This includes allocation of work, accountability for their outputs, quality etc. and appraisal of their performance. OR Project Coordinator (Managing Project Manager) of projects long than 4 years who have oversight of Project Managers, project teams of over 100 people.	

Table H-L5	The Job Classification Standards Table for the positions of Deputy Principal PSET & Principal Senior Secondary as assigned to Band H and the Leadership pathway Level L5.				
Band	Grade & Score	Jobwise Pathway Descriptor	Leadership Career Pathway Level L5 Factor Descriptors (Jobs requiring varied degree of supervision of people, power, and oversight of general management functions)		Positions
H	L5 456- 520	Team Leader: Team leaders at this level tend to fall into one of the two types: either technical specialists with one or more assigned technical staff, or lower-level specialist with a team of business or technical support staff. Planning, scheduling, and monitoring work and associated budgets.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor’s degree, i.e., no specific discipline, or equivalent level of education. -VQF 6-7	• Deputy Principal PSET • Principal Senior Secondary
			Experience	H. SPECIALISED EXPERIENCE The job requires extensive specialised experience in a technical, scientific, or professional field, normally gained through relevant professional qualifications together with significant post qualification practical experience; OR Experience of a more general 10-11 years	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	D. MANAGERIAL Management or control of a significant operational or functional unit / division, including the planning, directing and controlling of all activities within the unit, or a CEO / Director General of very small organisation.	
			Problem solving	D. VARIED Problems are varied and the solution requires research through diverse and perhaps contradictory cases. Initiative and judgement is necessary in interpretation. In general, level needs research, required extending between 1 – 3 months.	
			Freedom to Act	D. GENERAL INSTRUCTIONS Work is subject to general instructions only, and specific completion targets are normally specified. Progress reviews are usually undertaken but in most instances assistance by a superior is given only when requested.	
			Impact of Decisions	B. IMPACT Direct impact of a single discretionary decision causes some impact, which can be expressed in vatu terms of hundreds of vatu.	
			Interpersonal Skills	D. INFLUENCE / PERSUADE Considerable contact influencing staff either in a management role requiring sound communication skills or in roles requiring well-developed advisory / consultative / facilitation skills.	
			Authority	B. FINANCIAL AUTHORITY (LOW) Authorises minor expenditure from another person’s budget	
			People Management	C. Has full supervisory / managerial responsibility for 11–29 staff. This includes allocation of work, accountability for their outputs, quality etc. and appraisal of their performance.	

Table G-L4	The Job Classification Standards Table for the positions of Principal Junior Secondary as assigned to Band G and the Leadership pathway Level L4.				
Band	Grade & Score	Jobwise Pathway Descriptor	Leadership Career Pathway Level L4 Factor Descriptors (Jobs requiring varied degree of supervision of people, power, and oversight of general management functions)		Positions
G	L4 395-455	Supervisor 2: Supervisors at this level tend to be responsible for staff in process-focused or technical support roles. May be responsible for budgets. Emphasis on scheduling, work allocation and monitoring. Responsible for performance reviews and staff training.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor’s degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret a wide range of information and resolve both concrete and sometimes abstract problems and issues. Specialised knowledge with depth in more than one area. -VQF 6-7	•Principal Junior Secondary
			Experience	G. ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. Thus, it may be necessary to work in harmony with conflicting and diverse activities and usually involves control of resources and people. (5 – 10 years’ relevant experience)	
			Complexity	B. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	
			Scope	C. INFLUENCING/SUPERVISORY Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	
			Impact of Decisions	B. Direct impact of a single discretionary decision causes some impact, which can be expressed in vatu terms of hundreds of vatu. (supervise small team or provides advice)	
			Interpersonal Skills	C. ADVICE/ SUPERVISE (MEDIUM) Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	
			Authority	B. FINANCIAL AUTHORITY (LOW) Authorises minor expenditure from another person’s budget	
			People Management	B. STAFF RESPONSIBILITY (LOW) Has full supervisory / managerial responsibility for up to 10 staff. This includes allocation of work, accountability for their outputs, quality, etc, and appraisal of their performance	

Table F-L3	The Job Classification Standards Table for the positions of Deputy Principal Secondary or Centre as assigned to Band F and the Leadership pathway Level L3.				
Band	Grade & Score	Jobwise Pathway Descriptor	Leadership Career Pathway Level L3 Factor Descriptors (Jobs requiring varied degree of supervision of people, power, and oversight of general management functions)		Positions
F	L3 335-394	Supervisor 1: Supervisors at this level tend to be responsible for staff in task focused roles. Likely to be responsible for budget. Emphasis on scheduling, work allocation and monitoring. Responsible for performance reviews and staff training.	Education	H. TERTIARY/ DIPLOMA VQF Level 4-6 Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialised field, -VQF 6	• Deputy Principal Secondary or Centre School
			Experience	F. SKILLED EXPERIENCE The job requires highly relevant experience in a specific area of work, often involving specialised training in order to achieve competence. This is not short-term experience, but significant, long-term experience, predominantly focused on acquiring the job skills. (2-5 years' experience)	
			Complexity	PRACTICAL (LOW) The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement	
			Scope	C. INFLUENCING/SUPERVISORY Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE/VARIED (MEDIUM) Much of the work is routine but problems require reference to precedent and / or extensive interpretation of detailed instructions.	
			Freedom to act	C. PROCEDUES (MEDIUM) Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	
			Impact of Decisions	B. IMPACT Direct impact of a single discretionary decision causes some impact, which can be expressed in vatu terms of hundreds of vatu.	
			Interpersonal Skills	C. ADVICE/ SUPERVISE (MEDIUM) Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	
			Authority	A. No authority to commit routine expenditure or capital expenditure, approve loans or extend credit. At the upper level there may be authority to sign external correspondence.	
			People Management	B. STAFF RESPONSIBILITY (LOW) Has full supervisory / managerial responsibility for up to 10 staff. This includes allocation of work, accountability for their outputs, quality, etc, and appraisal of their performance.	

Table E-L2	The Job Classification Standards Table for the positions of Head Teacher and deputy Head Teacher as assigned to Band E and the Leadership pathway Level L2.				
Band	Grade & Score	Jobwise Pathway Descriptor	Leadership Career Pathway Level L2 Factor Descriptors (Jobs requiring varied degree of supervision of people, power, and oversight of general management functions)		Positions
E	L2 286-334	Working Supervisor: First level supervisory roles undertaking some of the same duties as those supervised in a working supervisor capacity. Ensures decisions of management are articulated and implemented. Responsible for scheduling, rosters, work allocation and monitor, and performance reviews	Education	H. TERTIARY/ DIPLOMA Requires 4 – 5 years’ secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialised field; -VQF Level 4-6	• Head Teacher Primary • Deputy Head Teacher Primary
			Experience	E. PROFICIENT EXPERIENCE The requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire, extending beyond the short-term.	
			Complexity	PRACTICAL (LOW) The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	
			Scope	C. INFLUENCING/SUPERVISORY Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	B. ROUTINE Problems are minor. Some individual judgement is required to interpret rules and instructions.	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly.	
			Impact of Decisions	B. IMPACT Direct impact of a single discretionary decision causes some impact, which can be expressed in vatu terms of hundreds of vatu	
			Interpersonal Skills	C. ADVICE/ SUPERVISE (MEDIUM) Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	
			Authority	B. FINANCIAL AUTHORITY (LOW) Authorises minor expenditure from another person’s budget	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Signed this 17th day of December 2024


Saby Statonga
Chairman



Rosemary Leona
Member



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Effective as of 1 December 2024

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PART 5 - SALARY STRUCTURE OF POSITIONS FOR PRINCIPALS, DEPUTY PRINCIPALS, HEAD TEACHERS, AND DEPUTY HEAD TEACHERS

TABLE 5.1 – Annual Salary payable to a position of Principal, a Deputy Principal, a Head Teacher and a Deputy Head Teacher.

VANUATU GOVERNMENT - REMUNERATION TRIBUNAL						
TEACHING SERVICE COMMISSION – SALARY STRUCTURE FOR OFFICERS APPOINTED TO LEADERSHIP CAREER PATHWAY IN EDUCATIONAL INSTITUTIONS						
PRINCIPALS, DEPUTY PRINCIPALS, HEAD TEACHERS, AND DEPUTY HEAD TEACHERS						
SCHOOL LEADERSHIP				School Enrolment, that is, Number of Students enrolled	Annual Salary	
POSITION LEVEL	VQF Level	Band	Grade			
PRINCIPAL PSET	9	K PAL 8	PAL L 8.4	Equal to or more than 900	6,110,000	
			PAL L 8.3	Greater than 600 but less than 899	5,764,000	
			PAL L 8.2	Greater than 300 but less than 599	5,430,000	
			PAL L 8.1	Less than 299	5,100,000	
DEPUTY PRINCIPAL PSET	8	H DPL 5	DPL 5.4	Equal to or more than 900	3,814,000	
			DPL 5.3	Greater than 600 but less than 899	3,696,000	
			DPL 5.2	Greater than 300 but less than 599	3,599,000	
			DPL 5.1	Less than 299	3,477,000	
PRINCIPAL - SENIOR SECONDARY & TERTIARY SCHOOL - ECCE+(1-6)+JSS(7-10)+(11-14)	8	H PAL 5	PAL L 5.4	Equal to or more than 1,050	4,777,000	
			PAL L 5.3	Greater than 900 but less than 1,049	4,534,000	
			PAL L 5.2	Greater than 750 but less than 899	4,291,000	
			PAL L 5.1	Greater than 600 but less than 749	3,400,000	
DEPUTY PRINCIPAL – SENIOR SECONDARY & TERTIARY SCHOOL ECCE+(1-6)+JSS(7-10)+(11-14)	7	F DPS 3	DPS L 3.4	Equal to or more than 1,050	2,920,000	
			DPS L 3.3	Greater than 900 but less than 1049	2,843,000	
			DPS L 3.2	Greater than 750 but less than 899	2,746,000	
			DPS L 3.1	Greater than 600 but less than 749	2,638,000	
PRINCIPAL - JUNIOR SECONDARY SCHOOL ECCE +	8	G	PAL 4.4	Greater than 450 but less than 599	3,300,000	

(1-6) + JSS (7-10)		PAL 4	PAL 4.3	Greater than 300 but less than 449	3,199,000
			PAL 4.2	Greater than 150 but less than 299	3,091,000
			PAL 4.1	Equal to or Less than 149	2,967,000
DEPUTY PRINCIPAL – JUNIOR SECONDARY SCHOOL ECCE + (1-6) + JSS (7-10)	7	F DPJ 3	DPJ L 3.4	Greater than 450 but less than 599	2,539,000
			DPJ L 3.3	Greater than 300 but less than 449	2,442,000
			DPJ L 3.2	Greater than 150 but less than 299	2,344,000
			DPJ L 3.1	Equal to or Less than 149	2,246,000
HEAD TEACHER PRIMARY SCHOOL ECCE+ (1-6)	6	E PAL 2	PAL 2.4	Equal to or more than 150	2,335,000
			PAL 2.3	Greater than 100 but less than 149	2,289,000
			PAL 2.2	Greater than 50 but less than 99	2,244,000
			PAL 2.1	Equal to or Less than 49	2,200,000
DEPUTY HEAD TEACHER PRIMARY SCHOOL	6	E DPL 2	DPL 2.4	Equal to or more than 150	2,101,500
			DPL 2.3	Greater than 100 but less than 149	2,060,100
			DPL 2.2	Greater than 50 but less than 99	2,019,600
			DPL 2.1	Equal to or Less than 49	1,980,000

Signed this 17th day of December 2024


Saby Natonga
Chairman


Rosemary Leona
Member


REPUBLIC OF VANUATU
REMBUNERATION TRIBUNAL
REPUBLIC DE VANUATU
CONSEIL DE REVISION DES TRAITEMENTS

Effective as of 1 December 2024



PART 6 – ALLOWANCES FOR PRINCIPALS

- 6.1.1 The amount paid as allowance for school leadership positions levels stated in Table 6.1 shall be determined based on the nature of the school structure and the number of students enrolled as also specified in the table.
- 6.1.2 Those Teachers appointed to positions specified in paragraph 1.2.1 by the Teaching Service Commission shall be paid relevant allowance as set out on Table 6.1.

TABLE 6.1: Annual Allowance Structure for School Leadership positions.

VANUATU GOVERNMENT - REMUNERATION TRIBUNAL			
TEACHING SERVICE COMMISSION – SCHOOL LEADERSHIP LEVELS ALLOWANCE STRUCTURE			
SCHOOL LEADERSHIP		School Enrolment, that is, Number of Students enrolled	Annual Allowance
POSITION LEVEL	Band		
PRINCIPAL PSET	APA 8	Not applicable	300,000
DEPUTY PRINCIPAL PSET	APA 7	Not applicable	300,000
PRINCIPAL - SECONDARY & TERTIARY SCHOOL YEARS 7-14	APA 6	Equal to or Greater than 600	300,000
PRINCIPAL - SECONDARY SCHOOL YEARS 7-12	APA 5	Up to 599	240,000
DEPUTY PRINCIPAL - SECONDARY & TERTIARY SCHOOL	APA 4	Equal to or Greater than 600	180,000
DEPUTY PRINCIPAL - SECONDARY SCHOOL	APA 3	Up to 599	150,000
HEAD TEACHER PRIMARY SCHOOL	APA 2	Not applicable	150,000
DEPUTY HEAD TEACHER PRIMARY SCHOOL	APA 1	Not applicable	120,000

Signed this 17th day of December 2024


Saby Natonga
Chairman


Rosemary Leona
Member


Nigel T. Malosu
Member


REPUBLIC OF VANUATU
REMBUNERATION TRIBUNAL
REPUBLIC DE VANUATU
CONSEIL DE REVISION DES TRAITEMENTS

Effective as of 1 December 2024

GOVERNMENT OF THE
REPUBLIC OF VANUATU
OFFICE OF THE GOVERNMENT
REMUNERATION TRIBUNAL
PMB 9094 Port Vila, Vanuatu
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GOVERNEMENT DE LA
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OFFICE OF THE GOVERNMENT REMUNERATION TRIBUNAL		
GRT DETERMINATION 17 of 2024 Notice No. ... of 2024		
TEACHING SERVICE COMMISSION & PUBLIC INSTITUTION EMPLOYING AGENCIES		
GRT DETERMINATION ON JOB CLASSIFICATION STANDARDS AND SALARY STRUCTURE FOR THE POSITIONS OF PERSONS APPOINTED BY AGENCY OF THE GOVERNMENT TO TEACH IN THE POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS.		
This Determination sets out the Job Classification Standards and the Salary Structure for the positions of persons employed by the Teaching Service Commission or a public education institution or employing agency, as Trainers or Associates, in the Post-School Education and Training (PSET) Institutions. It comprises:		
PART	CONTENT	PAGE
1	GENERAL	2
2	RULES OF APPLICATION OF DETERMINATION FOR TRAINER & ASSOCIATE FOR PSET SECTOR	2-3
3	RELATED MATTERS - ALLOWANCES	3
4	THE JOB CLASSIFICATION STANDARDS TABLES FOR AS ASSIGNED TO LEVELS OF THE TECHNICAL CAREER PATHWAY	5
5	SALARY STRUCTURE FOR TRAINERS & ASSOCIATES OF PSET INSTITUTIONS	12

PART 1 – GENERAL

- 1.1 Authority:**
- 1.1.1 This Determination is issued in accordance with section 13(1) of the Government Remuneration Tribunal Act 1998 [CAP 250]
- 1.1.2 The Tribunal may issue guidance notes from time to time to assist the Employing bodies in the administration of this Determination.
- 1.2 Application:**
- 1.2.1 This Determination applies to positions of persons employed by Post-School Education and Training (PSET) institution as Tutors, Teachers, Educational Consultants, Associates, Curriculum Advisors, and In-Service Trainers, Head of Departments, and student Advisors.
- 1.2.2 This Determination applies to jobs specified in section 1.2.1 that are assigned to Technical (Level T1 – Level T7) career pathways of SP10 JobWise® Framework.
- 1.2.3 No other person should be accorded the salary stated on this Determination other than those persons stated on 1.2.1 of this Determination.
- 1.3 Effective Date:**
- 1.3.1 This Determination takes effect as of 1st December 2024.
- 1.3.2 As and when this Determination takes effect, it shall supersede any earlier determination relative to positions stated in paragraph 1.2.1.

PART 2 – RULES OF APPLICATION OF DETERMINATION FOR TEACHERS

- 2.1 Setting the Salary**
- 2.1.1 The Employing authority shall determine the work value for the position before appointing persons stated on section 1.2.1 in accordance with the criteria set out in the Salary Structure Table 5.1 and the Job Classification Standards set out in PART 4 and PART 5, respectively, of this Determination.
- 2.1.2 In determining the work value of the position for person specified in section 1.2.1, the Employing authority is expected to exercise prudent business judgement by applying salaries commensurate with the responsibilities and accountabilities of the office as depicted by the Job Classification Standards set out in PART 4 of this Determination.
- 2.1.3 The Employing agency shall take into account a person’s qualification and level of course being taught when calculating and deciding on the salary band and level as determined under Part 5 Table 5.1.
- 2.1.4 A new person appointed to a vacant or new position shall be paid the minimum annual salary (base salary) and must meet the requirements determined under the relevant Band in the Job Classification Standards set out in PART 4.
- 2.1.5 In determining the salary, the employer must note that each Band is specific to the qualification required and experience for the position and a Band has specified number

of years of experience, that a person is expected to have to be eligible for a pay grade as presented in Table 5.1.

2.1.6 In determining the industry level of experience, the employer shall calculate cumulatively the number of years of teaching experience and work experience relevant to the subject, and for a trade practice, the teaching experience and professional work experience applicable for the skill trade required to hold the position.

2.1.7 A teacher temporarily assigned or relieving a person in a position and Band as stated in Table 5.1 may be paid an acting allowance as determined by the employing authority but not more than that person's current position salary. The appointment shall always be according to merit and equity requirements being satisfied by the employing authority.

2.2 Adjustment to Salary:

2.2.1 Adjustment to salary for the positions specified in paragraph 2.1.2 shall be made in accordance with requisite qualification and years of experience criteria specified in Salary Structure Table 5.1.

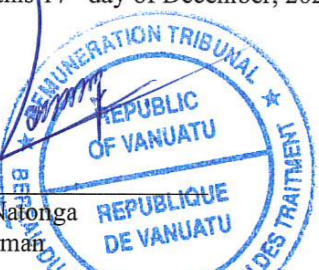
2.2.2 The Employing agency may adjust salary when promoting a person in position specified in paragraph 2.1.2 to a Band higher than the person's current post only, and only if, he/she has met the requisite qualification and number of years of experience consistent with those requirements for that higher Band which are contained in Job Classification Standards set out in PART 4.


PART 3 – RELATED MATTERS - ALLOWANCES


3.1 Take home pay entitlements:

- 3.1.1 An officer, as specified in 1.2.1, shall be entitled to (i) a Housing Allowance and (ii) a Child Allowance.
- 3.1.2 The details on Housing and Child Allowances are presented in the GRT Determination 33 of 2024 for Allowances.
- 3.1.3 The Employing body may, in consultation with GRT, implement any additional allowances deemed payable to technical personnel according to its ability to pay and according to the need to retain person with necessary qualification and skills.
- 3.1.4 Allowances for the position of principals occupied by persons in positions specified in paragraph 1.2.1 are presented in GRT Determination 18 of 2024.

Signed this 17th day of December, 2024.


Saby Natonga
Chairman
Effective as of 1 December 2024


Rosemary Leona
Member


Nigel T. Malosu
Member



PART 4 - THE JOB CLASSIFICATION STANDARDS TABLES FOR POSITIONS OF
TEACHERS OF POST-SCHOOL EDUCATION AND TRAINING SECTOR AS
ASSIGNED TO LEVELS OF THE TECHNICAL CAREER PATHWAY.

Table J-T7 The Job Classification Standards Table for the positions of Teachers of Post-Secondary Education Training Sector (PSET) as assigned to Band J and the Technical career pathway Levels T7.					
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T7 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
J	T7 592-675	Leading Expert: Few stand-alone roles score at this level. They will be the organisation's most advanced specialists – the "subject matter experts" in a significant area of concern for the organisation. Jobholders in these roles will apply advanced specialised or technical principals, theories and concepts to resolve unusually complex technical problems	Education	J. TERTIARY / PROFESSIONAL Requires applied knowledge and understanding of the theoretical knowledge base in a specialised field or equivalent level of management. One or more academic degrees in a specific discipline is essential to perform complex assignments and formulate appropriate responses. - VQF 9-10	
			Experience	I. Unique /Extensive The Job requires highly specialised experience in a specific area gathered over a significant length of time. Recognised as the expert on subject both within and outside; 15-20 yrs.	
			Complexity	E. COMPLEX High level of innovation and adaptability required to react to rapidly changing circumstances. Significant demands made to control, harmonize and motivate.	
			Scope	E. CORPORATE Functional responsibility at a corporate level, involving the central coordination of a specialist or staff function and requiring the integration or coordination of activities and influence over relevant policy and procedures.	
			Problem Solving	F. EVALUATIVE Little routine work is involved. Problems are primarily of a strategic nature requiring analysis and the evaluation of several alternative solutions. Guidelines may provide a general framework, but considerable judgement and initiative are required to find the best possible solution.	
			Freedom to act	F. GENERAL GUIDANCE Minimal guidance is provided. The jobholder plans the activities of the organisation or major division in line with the overall strategic objectives of the organisation or corporation.	
			Impact of Decisions	B. Direct impact of a single discretionary decision causes significant impact, which can be expressed in vatu terms of thousands of vatu.	
			Interpersonal Skills	E. RESOLVE / SHAPE Extensive contact at a senior level requiring high level communication skills (e.g., mediating, advocating,	

				counselling, negotiating) on sensitive, difficult and complex issues;	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

				well-developed advisory / consultative / facilitation skills.	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	B. Has full supervisory / managerial responsibility for up to 10 staff. This includes allocation of work, accountability for their outputs, quality etc. and appraisal of their performance.	

Table I-T6	The Job Classification Standards Table for the positions of Teachers of Post-Secondary Education Training Sector (PSET) as assigned to Band I and the Technical career pathway Levels T6.				
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T6 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
I	T6 521-591	Advanced Specialist: Jobs at this level are likely to provide a specialised technical service at expert level, developing solutions to highly complex problems requiring a complete understanding of practices, techniques, concepts and theoretical principles from the relevant discipline	Education	J. TERTIARY / PROFESSIONAL Requires applied knowledge and understanding of the theoretical knowledge base in a specialised field or equivalent level of management. -VQF 9	• Curriculum Advisor
			Experience	H. SPECIALISED The job requires extensive specialised experience in a technical, scientific or professional field, normally gained through relevant professional qualifications together with significant post qualification practical experience; 12-15 Years	
			Complexity	E. COMPLEX High level of innovation and adaptability required to react to rapidly changing circumstances. Significant demands made to control, harmonise and motivate all or major sections of a large and diverse organisation.	
			Scope	C INFLUENCING / SUPERVISORY Supervision of others required and / or coordination of resources and processes (human / physical / financial), or a high degree of influence across the organisation, in order to achieve significant outcomes.	
			Problem Solving	D. VARIED Problems are varied and the solution requires research through diverse and perhaps contradictory cases. Initiative and judgement is necessary in interpretation. In general, many of these problems extend far beyond the need for short term solutions, with the research required extending between 1 – 3 months	
			Freedom to Act	E. GUIDANCE The jobholder is expected to work with a large degree of independence within the organisation's plans, policies and reporting requirements. Overall guidelines and objectives are discussed initially, and progress is reviewed intermittently and informally.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	D. INFLUENCE / PERSUADE Considerable contact influencing staff either in a management role requiring sound communication skills or in roles requiring	

Table H-T5	The Job Classification Standards Table for the positions of Teachers of Post-Secondary Education Training Sector (PSET) as assigned to Band H and the Technical career pathway Levels T5				
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T5 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
H	T5 335-394	Senior Level Specialist: Jobs at this level provide a specialised technical service, developing solutions to varied and complex problems. Analytical and creative reasoning required to explore alternative options and formulate solutions. Requires sound understanding of practise, techniques, concepts and theoretical principals from relevant discipline	Education	J. TERTIARY / PROFESSIONAL Requires applied knowledge and understanding of the theoretical knowledge base in a specialised field or equivalent level of management. -VQF levels 8	
			Experience	H. SPECIALISED The job requires extensive specialised experience in a technical, scientific or professional field, normally gained through relevant professional qualifications together with significant post qualification practical experience; 10-11 Years	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency	
			Scope	C INFLUENCING / SUPERVISORY Supervision of others required and / or coordination of resources and processes (human / physical / financial), or a high degree of influence across the organisation, in order to achieve significant outcomes.	
			Problem Solving	D. VARIED Problems are varied and the solution requires research through diverse and perhaps contradictory cases. In general, many of these problems extend far beyond the need for short term solutions, with the research required extending between 1 – 3 months	
			Freedom to act	E. GUIDANCE The jobholder is expected to work with a large degree of independence within the organisation's plans, policies and reporting requirements. Overall guidelines and objectives are discussed initially, and progress is reviewed intermittently and informally.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	D. INFLUENCE / PERSUADE Considerable contact influencing staff either in a management role requiring sound communication skills or in roles requiring well-developed advisory / consultative / facilitation skills.	

			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	B. Has full supervisory / managerial responsibility for up to 10 staff. This includes allocation of work, accountability for their outputs, quality etc. and appraisal of their performance	

Table G-T4	Determination 17 of 2024: The Job Classification Standards Tables for the positions of the Teachers of Post-Secondary Education Training (PSET) as assigned to Band G and Technical career pathway Levels T4.				
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T4 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
G	T4 395-455	Mid-level Specialist: Jobs at this level are likely to provide independent specialised technical service requiring general application of practices, techniques, concepts and theoretical principals from the relevant discipline. They will develop solutions to variety of problems of moderate scope and complexity	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret. -VQF Level 7- 8	• Specialized Trainer Associate (Head of section)
			Experience	G ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. (9 – 10 years' relevant experience)	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	B. RELATED Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	
			Freedom to act	D. GENERAL INSTRUCTIONS Work is subject to general instructions only, and specific completion targets are normally specified. Progress reviews are usually undertaken but in most instances assistance by a superior is given only when requested.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	C. ADVISE / SUPERVISE Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	

			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	
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Table F-T3	Determination 17 of 2024: The Job Classification Standards Tables for the positions of the Teachers of Post-Secondary Education Training (PSET) as assigned to Band F and Technical career pathway Levels T3.				
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T3 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
F	T3 335-394	First Level Specialist: First level of Technicians specialisation. Problems of moderate scope and complexity requiring analytical and creative input, initiative and judgement. Jobs at this level assess, investigate, analyse and interpret information.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret. -VQF LEVEL 7	• Senior Trainer Associate
			Experience	G ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. (5 – 8 years' relevant experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

Table E-T2	Determination 17 of 2024: The Job Classification Standards Tables for the positions of the Teachers of Post-Secondary Education Training (PSET) as assigned to Band E and Technical career pathway Levels T2.				
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T2 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
E	T2 286-334	Technical / Entry Level Specialist: Jobs at this level are accountable for results of and processes within portions of work or projects or for providing specialised technical service in their own right. Varied problems requiring judgement and interpretation and perhaps analysis.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret a wide range of information and resolve both concrete and sometimes abstract problems and issues. -VQF LEVEL 7	• Vocational Trainer Associate
			Experience	F. SKILLED The job requires highly relevant experience in a specific area of work, often involving specialised training in order to achieve competence. acquiring the job skills. (2 – 5 years' relevant experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people.	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

Table D-T1	Determination 17 of 2024: The Job Classification Standards Tables for the positions of the Teachers of Post-Secondary Education Training (PSET) as assigned to Band D and Technical career pathway Levels T1.				
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T1 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
D	T1 236-285	Technical Support: Entry level technician or technical support roles with accountability for results of and processes within portions of work or projects. Varied problems requiring judgement and interpretation within recognised patterns,	Education	H. TERTIARY/ DIPLOMA VQF Level 4-6 Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialised field; or significant and regular part-time courses of study extending over 5 or more years. Requires a wide range of specialised technical or scholastic skills to determine solutions to workplace issues.	• Assistant Trainer Associate
			Experience	E. Proficient The job requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire. (typically, 1 – 2 years' related experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem solving	C. REPETITIVE/ROUTINE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt. Some individual judgement is required to interpret rules and instructions.	
			Freedom to act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people.	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1. 0. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Signed this 17th day December, 2024.

Saby Natonga
Chairman

Rosemary Leona
Member

Nigel T. Malosu
Member

Effective as of 1 December 2024



PART 5 - SALARY STRUCTURE FOR THE POSITIONS OF TEACHERS OF POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS

Table 5.1 – Annual Salary for a Teacher of the Post-School Education and Training Institutions.

VANUATU GOVERNMENT - GOVERNMENT REMUNERATION TRIBUNAL					
TEACHING SERVICE COMMISSION – MERIT-BASED SALARY STRUCTURE					
TEACHER IN POST-SCHOOL EDUCATION AND TRAINING (PSET) INSTITUTIONS					
Category	VQF Level	Band	Grade	Industry Experience	Annual Salary
DOCTORATE DEGREE	10	J PSET T7	PSET 7.4	Equal to or More than 31 years	5,989,600
			PSET 7.3	Equal to or More than 26 years but less than 30 years	5,650,500
			PSET 7.2	Equal to or More than 21 years but less than 25 years	5,324,100
			PSET 7.1	Equal to or More than 15 years but less than 20 years	5,000,400
MASTERS DEGREE	9	I PSET T6	PSET 6.4	Equal to or More than 26 years	4,682,900
			PSET 6.3	Equal to or More than 21 years but less than 25 years	4,444,800
			PSET 6.2	Equal to or More than 16 years but less than 20 years	4,206,700
			PSET 6.1	Equal to or More than 12 years but less than 15 years	3,968,600
POST GRADUATE DIPLOMA	8	H PSET T5	PSET 5.4	Equal to or More than 26 years	3,739,300
			PSET 5.3	Equal to or More than 21 years but less than 25 years	3,623,500
			PSET 5.2	Equal to or More than 16 years but less than 20 years	3,527,600
			PSET 5.1	Equal to or More than 10 years but less than 15 years	3,408,300
BACHELOR DEGREE	7	G PSET T4	PSET 4.4	Equal to or More than 26 years	2,863,000
			PSET 4.3	Equal to or More than 21 years but less than 25 years	2,787,200
			PSET 4.2	Equal to or More than 11 years but less than 20 years	2,693,000
			PSET 4.1	Equal to or More than 9 years but less than 10 years	2,585,300
ADVANCED DIPLOMA	6	F PSET T3	PSET 3.4	Equal to or More than 21 years	2,489,500
			PSET 3.3	Equal to or More than 15 years but less than 20 years	2,393,800
			PSET 3.2	Equal to or More than 9 years but less than 14 years	2,298,000
			PSET 3.1	Equal to or More than 5 years but less than 8 years	2,202,300

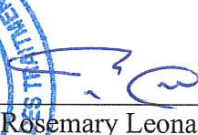
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DIPLOMA	5	E PSET T2	PSET 2.4	Equal to or More than 21 years	2,042,700
			PSET 2.3	Equal to or More than 15 years but less than 20 years	1,974,600
			PSET 2.2	Equal to or More than 6 years but less than 14 years	1,906,500
			PSET 2.1	Equal to or More than 2 years but less than 5 years	1,838,400
CERTIFICATE	3 and 4	D PSET T1	PSET 1.4	Equal to or More than 8 years	1,755,200
			PSET 1.3	Equal to or More than 5 years but less than 7 years	1,694,700
			PSET 1.2	Equal to or More than 3 years but less than 4 years	1,634,100
			PSET 1.1	Equal to or More than 1 years but less than 2 years	1,573,600

Signed this 17th day of December, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member


Nigel T. Malosu
Member

Effective as of 1 December 2024

GRT Determination 16 of 2024 – TSC: PSET-Teachers

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GOVERNMENT OF THE
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OFFICE OF THE GOVERNMENT REMUNERATION TRIBUNAL		
GRT DETERMINATION 18 of 2024 Notice No.....of 2024		
TEACHING SERVICE COMMISSION		
GRT DETERMINATION ON JOB CLASSIFICATION STANDARDS AND SALARY STRUCTURE FOR THE POSITIONS OF PERSONS APPOINTED BY THE TEACHING SERVICE COMMISSION AS TEACHERS OF SECONDARY, PRIMARY, AND KINDERGARTEN SCHOOLS.		
This Determination sets out the Job Classification Standards, the Salary Structure, allowances for positions of teachers appointed by the Teaching Service Commission to teach in Secondary, Primary, and Kindergarten schools. It comprises:		
PART	CONTENT	PAGE
1	GENERAL	2
2	RULES OF APPLICATION FOR THE DETERMINATION OF TEACHERS IN SCHOOL SECTOR	2
3	REGISTRATION AND LICENCING OF TEACHERS	4
4	ACTING PRINCIPAL ALLOWANCES	4
5	RELATED MATTERS	5
6	THE JOB CLASSIFICATION STANDARDS TABLES FOR TEACHERS AS ASSIGNED TO LEVELS OF TECHNICAL AND BUSINESS & CUSTOMER SUPPORT TO CAREER PATHWAYS	6
7	SALARY STRUCTURE FOR POSITIONS OF “REGISTERED” TEACHERS IN THE SCHOOL SECTOR	12
	TABLE 7A: ANNUAL SALARY PAYABLE TO POSITIONS OF SCHOOL TEACHERS OF SENIOR SECONDARY SCHOOLS	12
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PART 1: GENERAL

1.1 Authority:

1.1.1 This Determination is issued in accordance with section 13(1) of the Government Remuneration Tribunal Act 1998 [CAP 250]

1.1.2 The Tribunal may issue guidance notes from time to time to assist the Teaching Service Commission in the administration of this Determination.

1.2 Application:

1.2.1 This Determination applies to persons employed by the Teaching Service Commission, as Teachers, in the School Sector.

1.2.2 This Determination may be applied to persons employed by the Teaching Service Commission as Associate Teachers, Tutors, Educational consultants, Teachers or Trainers in the Post-School Education and Training Sector.

1.2.3 This Determination applies to jobs specified in section 1.2.1 and 1.2.2 that are assigned to technical career pathway (Level T1 – Level T4) and Business Support (Level S1-Level S3) career pathways of SP10 JobWise® Framework.

1.2.4 No other person should be accorded the salary stated on this Determination other than those persons stated on sections 1.2.1 and 1.2.2 of this Determination.

1.3 Effective Date:

1.3.1 This Determination takes effect as of 1st December 2024.

1.3.2 As and when this Determination takes effect, it shall supersede and revoke any earlier determination or decision made on the salary of Teachers in the School Sector.

1.3.3 As and when this Determination takes effect, it shall supersede and revoke any earlier determination or decision made on the salary paid to persons holding positions of a Teacher.

PART 2: RULES OF APPLICATION OF DETERMINATION FOR TEACHERS

2.1 Setting the Salary

2.1.1 The Commission shall determine the work value for the position of the Officer stated on section 1.2.1 and 1.2.2 of this Determination in accordance with the Job Classification Standards and the Salary Structure set out in PART 6 and PART 7, respectively, of this Determination.

2.1.2 In determining the work value of the position specified in section 1.2.1, the Commission is expected to exercise prudent business judgement by applying salaries commensurate with the responsibilities and accountabilities of the Teachers as depicted

by the Job Classification Standards, PART 6, and by Teaching experience specified in PART 7, on Table 7A and Table 7B.

2.1.3 Each salary grade sets the Maximum payable for qualification and level corresponding to the number of years of teaching experience.

2.1.4 A Teacher shall not be paid more than 1 salary at any one time under any of the provision of Table 7A or Table 7B and, if a Teacher holds 2 or more qualifications, the salary payable to that Teacher is that payable for the highest qualification attained by that Teacher.

2.1.5 A teacher acting on a position stated on Table 7A or Table 7B should be paid the salary for that position. The Acting Appointment are subject to merit and equity requirements being satisfied by the Teaching Service Commission.

2.1.6 A new Graduate Teacher is remunerated as according to relevant salary level stated on Table 7A and Table 7B. The Teaching Service Commission may appoint the Graduate Teacher on probationary period of 2 years but not more and based on the satisfactory performance of the Graduate Teacher the Teaching Service Commission may confirm his/her employment.

2.1.7 If the Teacher does not meet satisfactory requirements at the end of the probationary period, the Commission may terminate his or her employment as permitted under subsection 14(2) of the Employment Act.

2.2 Adjustment to Salary:

2.2.1 Adjustment to salary shall be made in accordance with the Job Classification Standards set out in PART 6, the qualification, and number of years of experience as laid out in Table 7A and 7B, and also according to the ability of the Teaching Service Commission to retain the person with the necessary qualification and skills.

2.2.2 The Commission may promote a teacher to a position and salary in the Band higher than the officer's current post only, and only if, the officer has met the job requirements as stipulated under paragraph 2.2.1.

PART 3: REGISTRATION AND LICENCING OF TEACHERS

3.1 Application for a license to teach

3.1.1 Pursuant to Section 21 of the Teaching Service Act, any license to teach be granted by the Teaching Service Commission may be subject to the conditions determined by the Commission to be appropriate.

PART 4: ACTING PRINCIPAL AND ALLOWANCES

4.1 Teacher appointment as Acting Principal or Acting Deputy Principal

4.1.1 The Commission shall pay an allowance for a teacher appointed as Acting Principal or Acting Deputy Principal of a school and based on the qualification level of the officers as depicted in Table 4.1.

4.1.2 Those Teachers appointed as Acting Principals or Acting Deputy Principals shall be paid an allowance if not already paid the salary of Principal or Deputy Principal.

4.1.3 The Acting Principal or Deputy Principal allowance shall also be applied to Tutors, Teachers and Trainers who are appointed as Curriculum Advisors, Education Consultants, In-Service Trainers, Heads of Departments, Student Advisors, and Education consultants.

TABLE 4.1: Acting Allowances for Teachers appointed to Principal positions

BAND	VQF LEVEL	ANNUAL ALLOWANCE
APA 8	10	300,000
APA 7	9	300,000
APA 6	8	300,000
APA 5	7	240,000
APA 4	6	180,000
APA 3	5	150,000
APA 2	4	150,000
APA 1	3	120,000

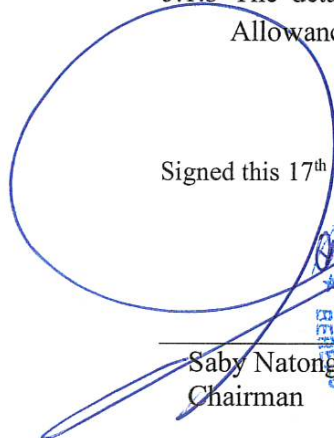
PART 5: RELATED MATTERS


5.1.1 An officer, as specified in 1.2.1, shall be entitled to (i) a Housing Allowance and (ii) a Child Allowance.

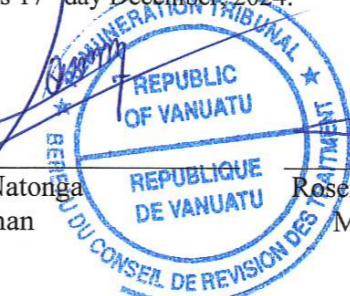
5.1.2 The Commission may, in consultation with the GRT, implement any additional allowances deemed payable to officers as stated in paragraph 1.2.1.

5.1.3 The details on allowances are presented in the GRT Determination 33 of 2024 for Allowances.

Signed this 17th day December 2024.


Saby Natonga
Chairman


Rosemary Leona
Member




Nigel T. Malosu
Member

Effective as of 1 December 2024



**PART 6: THE JOB CLASSIFICATION STANDARDS TABLES FOR POSITIONS OF
SCHOOL TEACHERS AS ASSIGNED TO LEVELS OF TECHNICAL
CAREER PATHWAY AND TO LEVELS OF BUSINESS SUPPORT
CAREER PATHWAY.**

Table: G-T4 Ssec		The Job Classification Standards Table for the positions of teachers in Senior Secondary schools as assigned to Band G and the Technical career pathway Level T4.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T4 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
G	T4 395-455	Mid-Level Specialist: Jobs at this level are likely to provide independent specialised technical service requiring general application of practices, techniques, concepts and theoretical principals from the relevant discipline. They will develop solutions to variety of problems of moderate scope and complexity	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret. -VQF Level 7- 8/10	• Senior Secondary Teacher
			Experience	G. ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. (9 – 10 years' relevant experience)	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	B. RELATED Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to act	D. GENERAL INSTRUCTIONS Work is subject to general instructions only, and specific completion targets are normally specified. Progress reviews are usually undertaken but in most instances assistance by a superior is given only when requested.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	C. ADVISE / SUPERVISE Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	

			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1.0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

Table: F-T3 Ssec/ JSec		The Job Classification Standards Table for the positions of Teachers in Senior Secondary School and Junior Secondary School Sector as assigned to Band F and the Technical career pathway Level T3.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T3 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
F	T3 335-394	First Level Specialist: First level of Technicians specialisation. Problems of moderate scope and complexity requiring analytical and creative input, initiative and judgement. Jobs at this level assess, investigate, analyse and interpret information.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret -VQF LEVEL 7	• Senior Secondary Teacher • Junior Secondary Teacher
			Experience	G. ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. (5 -- 8 years' relevant experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	

			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	
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			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	
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Table: E-T2 PRI		The Job Classification Standards Table for the positions of teachers in Primary and Preschool School Sector as assigned to Band F and the Technical career pathway Level T2.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T2 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
E	T2 286-334	Technical / Entry Level Specialist: Jobs at this level are accountable for results of and processes within portions of work or projects or for providing specialised technical service in their own right. Varied problems requiring judgement and interpretation and perhaps analysis.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret a wide range of information and resolve both concrete and sometimes abstract problems and issues. -VQF LEVEL 7	<ul style="list-style-type: none">Primary TeacherECCE Teacher/Preschools Teachers
			Experience	F. SKILLED The job requires highly relevant experience in a specific area of work, often involving specialised training in order to achieve competence. acquiring the job skills. (2 – 5 years' relevant experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	

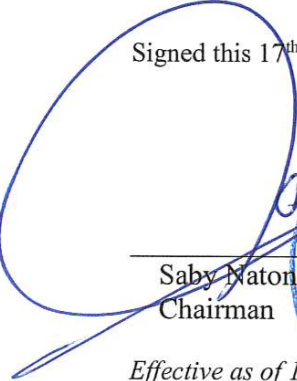
Table: D-T1 JSec/Pri		The Job Classification Standards Table for the positions of Graduate Teachers and for Teachers on Probation as assigned to Band D and the Technical career pathway Level T1.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T1 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
D	T1 236-285	Technical Support: Entry level technician or technical support roles with accountability for results of and processes within portions of work or projects. Varied problems requiring judgement and interpretation within recognised patterns,	Education	H. TERTIARY/ DIPLOMA Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialised field; or significant and regular part-time courses of study extending over 5 or more years. Requires a wide range of specialised technical or scholastic skills to determine solutions to workplace issues. -VQF Level 4-6	<ul style="list-style-type: none">Graduate TeacherProbation Teacher
			Experience	E. PROFICIENT The job requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire. (typically, 1 – 2 years' related experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C. REPETITIVE/ROUTINE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt. Some individual judgement is required to interpret rules and instructions	
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1. 0. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	


Table: C-S3 KDY		The Job Classification Standards Table for the positions of Kindy Teachers as assigned to Band C and the Business Support Career Pathway Level S3.			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S3 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Example Jobs
C	S3 191-235	Administration/Customer Support: Process focused administrative or support roles with accountability for own day to day tasks requiring knowledge of procedures and processes within a work area. This level may also include customer facing roles with varied transactions, explaining, resolving enquiries.	Education	G. SECONDARY / VOCATIONAL Requires 4 – 5 years’ secondary schooling through to achievement of school leaving qualification and / or extended on-the-job training. Requires a range of well-developed skills and some relevant theoretical knowledge to deliver assigned job outcomes with some autonomy, discretion and judgement. -VQF 2-4	<ul style="list-style-type: none"> Kindy Teachers
			Experience	A. ROUTINE Familiarity with standardised work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months’ experience)	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vat terms of less than VT 7,000. (The cost of the individual’s own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

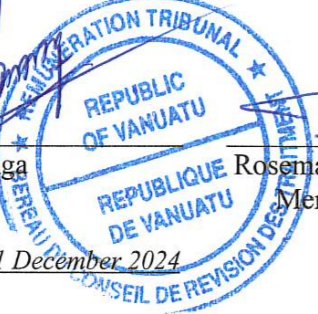
Table: B-S2 KDY		The Job Classification Standards Table for the positions of Kindy Teachers as assigned to Band B and the Business Support career pathway Level S2.			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S2 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Example Jobs
B	S2 145-190	Office Support: These are likely to be clerical or semi-skilled positions in support roles where accountability is limited to achievement of own day – to – day tasks, set and monitored by others. May also include customer facing roles, routine tasks.	Education	E. BASIC OCCUPATIONAL Requires 2 – 3 years’ secondary schooling plus a course of basic occupational skills, mostly learnt on the job. Utilises a narrow range of knowledge and cognitive skills, such as the basic use of computers, to perform a range of repetitive and familiar tasks under supervision. -VQF 1	<ul style="list-style-type: none"> Kindy Teachers Field Based Teachers Trainee Teachers
			Experience	C. ROUTINE Familiarity with standardised work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months’ experience)	
			Complexity	A. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives	
			Problem Solving	A. ROUTINE Problems are minor. Some individual judgement is required to interpret rules and instructions.	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vat terms of less than VT 7,000. (The cost of the individual’s own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Table: A-S1 FBT		The Job Classification Standards Table for the positions of Kindy Teachers as assigned to Band A and the Business Support career pathway Level S1.			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S1 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Example Jobs
A	S1 177-144	Office Support: These are likely to be clerical or semi-skilled positions in support roles where accountability is limited to achievement of own day – to – day tasks, set and monitored by others. May also include customer facing roles, routine tasks.	Education	B. ELEMENTARY (PRIMARY) Basic schooling with ability to read and write and understand simple written instructions to carry out set and familiar routines as directed.	• Field Based Teachers • Trainee Teachers
			Experience	B. SIMPLE TASKS Simple tasks which can be adequately learned within a few weeks. Instruction is normally given verbally but basic written procedures may be provided.	
			Complexity	B. BASIC Simple and routine tasks specifically defined, easily learnt and requiring minimal independent thought or significant decision making by jobholder	
			Scope	A. HIGHLY SPECIFIC Performance of specific tasks and activities that do not involve supervision or close liaison with others.	
			Problem Solving	A. REPETITIVE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt.	
			Freedom to Act	A. CLOSE Work is subject to close supervision. Simple tasks are assigned and all work is checked in detail.	
			Impact of Decisions	C. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	A COURTESY Little contact with other staff other than normal pleasantries and basic courtesy.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

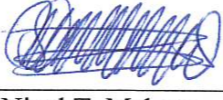
Signed this 17th day December, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member



Effective as of 1 December 2024


Nigel T. Malosu
Member



PART 7: SALARY STRUCTURE FOR SCHOOL TEACHERS.

7. A GRT Determination 18 of 2024: TABLE 7A – Annual salary payable to position of a Teacher employed to teach in Senior Secondary (Yr. 11-13) & Senior Secondary & Tertiary (Yr.11-14).

TABLE 7A					
GOVERNMENT REMUNERATION TRIBUNAL – TEACHING SERVICE COMMISSION			School Level	Secondary & Tertiary	Senior Secondary
SCHOOL LEVEL BASED CLASSIFICATION SCALE			Instruction level	YR (11-14)	YR (11-13)
SCHOOL SECTOR TEACHER			Code:	TSec	SSec
CATEGORY	BAND	Grade	Teaching Experience	Annual Salary	Annual Salary
SENIOR LICENSED TEACHER VQF 7-10	G/F T3-T4	4.4	Equal to or More than 36 years	3,621,000	2,739,000
		4.3	Equal to or More than 31 years but less than 35 years	3,470,000	2,633,000
		4.2	Equal to or More than 26 years but less than 30 years	3,300,000	2,528,000
		4.1	Equal to or More than 21 years but less than 25 years	3,202,000	2,423,000
QUALIFIED LICENSED TEACHER VQF 7-10	E T2	3.4	Equal to or More than 31 years but less than 40 years	3,103,000	2,247,000
		3.3	Equal to or More than 21 years but less than 30 years	3,004,000	2,173,000
		3.2	Equal to or More than 11 years but less than 20 years	2,905,000	2,097,000
		3.1	Less than or equal to 10 years	2,844,000	2,022,000
QUALIFIED UNTRAINED VQF 2-6	E T 2	2.1	Above 2 years	2,634,000	1,990,000

TRAINED / NON-LICENSED UNDER QUALIFIED TEACHER VQF 2-6	E S5	1.2	Less than or equal to 2 years	2,500,000	1,730,000
UNTRAINED TEACHER	A S1	1.1		827,000	780,000

Signed this 17th day December, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member



Effective as of 1 December 2024


Nigel T. Malosu
Member

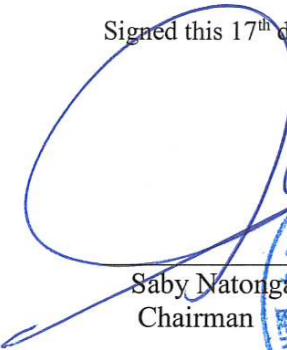


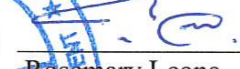
7.B GRT Determination 18 of 2024: TABE 7B –The annual salary payable to position of a teacher employed in Junior Secondary School (Yr. 7-10), Primary School (Yr.1-6) & Preschool.

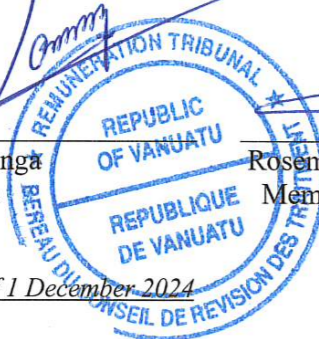
TABLE 7B: SALARY STRUCTURE FOR JUNIOR SECONDARY, PRIMARY, AND PRESCHOOL						
GOVERNMENT REMUNERATION TRIBUNAL			School cycle	Junior Secondary	Primary	Kindy
TEACHING SERVICE COMMISSION			Instruction Level	(7-10)	(1-6)	
SCHOOL CYCLE CLASSIFICATION SCALE			Code:	JSec	Pri	Kdy
SCHOOL SECTOR TEACHER			Teaching Experience	Annual Salary	Annual Salary	Annual Salary
CATEGORY	BAND	Grade				
REGISTERED TEACHER VQF 7	E/F T2-T3	3.4	Equal to or More than 31 years	2,690,000	2,670,000	2,640,000
		3.3	Equal to or More than 21 years but less than 30 years	2,400,000	1,890,000	1,870,000
		3.2	Equal to or More than 11 years but less than 20 years	1,980,000	1,580,000	1,510,000
		3.1	Less than or equal to 10 years	1,900,000	1,490,000	1,470,000
TRAINED / UNDER QUALIFIED TEACHER VQF 2-6	D/E T1- T2	2.3	More than 2 years	1,880,000	1,460,000	1,400,000
		2.2		1,490,000	1,270,000	1,200,000
		2.1		830,000	820,000	796,000

UNTRAINED / PROPATION TEACHER	A S1	1.1	Less than or equal to 2 years	740,000	720,000	654,000
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Signed this 17th day December, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member



Effective as of 1 December 2024


Nigel T. Malosu
Member

Appendix 8D. GRT Determination 19 of 2024 – GRT Determination on Job Classification Standards and Salary Structure for positions of ancillary staff appointed by the Teaching Service Commission or Schools or Post-Secondary Education and Training institutions.

**GOVERNMENT OF THE
REPUPLIC OF VANUATU**
OFFICE OF THE GOVERNMENT
REMUNERATION TRIBUNAL
PMB 9094 Port Vila, Vanuatu
Tel: (678) 23625 Fax: 263181



**GOVERNEMENT DE LA
RÉPUPLIQUE DE VANUATU**
BUREAU DE CONSEIL DE RÉVISION DES
TRAITEMENTS
SPR 9094 Port-Vila, Vanuatu
Tél: (678) 23625 Télécopie: 263181

OFFICE OF THE GOVERNMENT REMUNERATION TRIBUNAL		
GRT DETERMINATION 19 of 2024 Notice No. ... of 2024		
TEACHING SERVICE COMMISSION & EDUCATION INSTITUTIONS		
GRT DETERMINATION ON THE JOB CLASSIFICATION STANDARDS AND THE SALARY STRUCTURE FOR POSITIONS OF ANCILLARY STAFF APPOINTED BY THE TEACHING SERVICE COMMISSION OR SCHOOLS OR POST-SECONDARY EDUCATION AND TRAINING INSTITUTIONS.		
This Determination sets out the Job Classification Standards and Salary Structure for Ancillary Staffs under the Teaching Service Commission or a school or a Post-Secondary Education and Training institutions. It comprises:		
PART	CONTENT	PAGE
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3	RELATED MATTERS - ALLOWANCES	3
4	THE JOB CLASSIFICATION STANDARDS TABLES AND THE SALARY STRUCTURES TABLES FOR THE POSITIONS OF ANCILLARY STAFF EMPLOYED BY A SCHOOL OR POST-SECONDARY EDUCATION AND TRAINING (PSET) AS ASSIGNED TO LEVELS OF OPERATIONS, AND CUSTOMER AND BUSINESS SUPPORT CAREER PATHWAYS.	4
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PART 1 – GENERAL

1.1 Authority:

- 1.1.1 This Determination is issued in accordance with section 13(1) of the Government Remuneration Tribunal Act 1998 [CAP 250]
- 1.1.2 The Tribunal may issue guidance notes from time to time to assist the Employing bodies in the administration of this Determination.

1.2 Application:

- 1.2.1 This Determination applies to those support positions of ancillary staff appointed by a principal or a school governing body.
- 1.2.2 This Determination applies to jobs specified in section 1.2.1 that are assigned to Business Support (Level L1 – Level L6) and Operations (Level O1 – Level O6) career pathways of SP10 JobWise® Framework.
- 1.2.3 No other person should be accorded the salary stated on this Determination other than those persons stated on 1.2.1 of this Determination.

1.3 Effective Date:

- 1.3.1 This Determination takes effect as of 1st December 2024.
- 1.3.2 This Determination supersedes any earlier decision made on the salary of employees appointed by the principals or a school governing body for support staff positions.

PART 2 – RULES OF APPLICATION OF DETERMINATION FOR ANCILLARY STAFF.

2.1 Setting the Salary

- 2.1.1 The Commission shall determine the work value for the position of the Officer stated on section 1.2.1 of this Determination in accordance with the Salary Structure and the Job Classification Standards set out in PART 4 of this Determination.
- 2.1.2 In determining the work value of the position specified in section 1.2.1, the Commission is expected to exercise prudent business judgement by applying salaries commensurate with the responsibilities and accountabilities of the officer as depicted by the Job Classification Standards set out in PART 4 of this Determination.
- 2.1.3 A new person appointed to a vacant or new position shall be paid the minimum annual salary (or base salary) belonging to the Band and Pathway Level to which the position has been formally assigned.

2.2 Adjustment to Salary:

- 2.2.1 Subject to Part 2.1 of this Determination, adjustment to salary shall be made in accordance with established performance guidelines and within the ability of the Employing body to

pay for to retain the person with the necessary Job Classification Standards as set out in PART 4.


- 2.2.2. A pay increment shall be applied only to a person who has demonstrated, based on established performance standards, an outstanding performance consistently for two (2) consecutive years or more.
- 2.2.3. An increment that is to be applied to grades within a Band shall be subject to a recommendation made by the Head of institution to the employing body for approval and a note of commendation for excellence to the officer.
- 2.2.4 The Employing body may promote an employee to a position assigned to the Band higher than the officer's current post only, and only if, the officer has met the job requirements contained in the Job Classification Standards relative to that higher Band.
- 2.2.5 The Commission may promote a person specified in section 1.2.1 to a position assigned to the Band higher than the officer's current post, if that officer has met the job requirements contained in the relevant Job Classification Standards, as set out in PART 4, which specify the factor descriptors related to that Band.

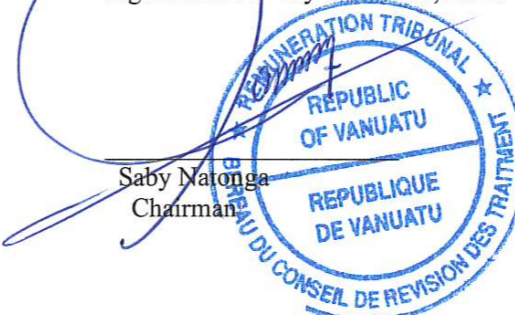
PART 3 – RELATED MATTERS

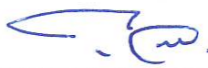
3.1 Take home pay entitlements:


- 3.1.1 An Ancillary Staff as specified in section 1.2.1, shall be entitled to (i) a Housing Allowance and (ii) a Child Allowance.
- 3.1.3 The details on allowances are presented in the GRT Determination 33 of 2024 for Allowances.

Signed this 17th day December, 2024.


Saby Natonga
Chairman


REPUBLIC OF VANUATU
REPUBLICQUE DE VANUATU
TRIBUNAL DU CONSEIL DE REMUNERATION DES TRAITEMENTS


Rosemary Leona
Member


Nigel T. Malosu
Member

Effective as of 1st December 2024



GRT Determination 19 of 2024

PART 4 – THE JOB CLASSIFICATION STANDARDS TABLES AND THE SALARY STRUCTURES TABLES FOR THE POSITIONS OF ANCILLARY STAFF EMPLOYED BY A SCHOOL OR POST-SECONDARY EDUCATION AND TRAINING (PSET) AS ASSIGNED TO LEVELS OF OPERATIONS AND THE CUSTOMER AND BUSINESS SUPPORT CAREER PATHWAYS.

TABLE 4.1A – Operations Career Pathway: The Job Classification Standards Tables for positions of ancillary staff employed by a school or Post-Secondary Education and Training institution as assigned to Operations career pathway Levels O1 to Level O6.

Table F. O6 ADM O6		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band F and the Operations career pathway Level O6 (ADM O6)			
Band	Grade & Score	Jobwise Pathway Descriptor	Operations Career Pathway O6 Factor Descriptors (Jobs that related mostly to technical roles and trades requiring use of tools, equipment, machine, etc and applications of specialised knowledge and skills to analyse and solve technical problems)		Typical O6 Positions
F	O6 335-394 (ADM O6)	Technician 2: Specialised Technical roles accountable for complex tasks requiring analytical and creativity input, judgement, element of research. As senior technicians, jobs at this level access, investigate, analyse and interpret information	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialized technical or scholastic skills to analyse, evaluate and interpret a wide range of information and resolve both concrete and sometimes abstract problems and issues. Specialized knowledge with depth in more than one area. -VQF 6 & 7	Senior Legal Researcher Research Officer App Developer Officer/Linux DNS Administrator
			Experience	F. SKILLED The job requires highly relevant experience in a specific area of work, often involving specialised training in order to achieve competence. This is not short-term experience, but significant, longer-term experience, predominantly focused on acquiring the job skills. (2 – 5 years' relevant experience)	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	B. Related Supervision of others not required but close liaison with others is necessary in coordinating specific activities.	
			Problem Solving	C. Routine/Varied Much of the work is routine but problems require reference to precedents and /or extensive interpretation of detailed instruction.	
			Freedom to Act	C PROCEDURES Work conforms to specific procedures and the results are clearly defined. Work is subject to in progress review and guidance and assistance are readily available.	
			Impact of Decisions	A. Impact Single Division Direct impact of a single discretionary decision course minor impact. Manage own budget.	
			Interpersonal Skills	B-Relate Discuss work with employees and communicates information to others.	
			Authority	A. No authority to commit routine expenditure or capital expenditure, approve loans or extend credit. At the upper level there may be authority to sign external correspondence.	
			People Management	A. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

Table E. O5 ADM O5		The Job Classification Standards Table for the position of ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band E and the Operations career pathway Level O5 (ADM O5)			
Band	Grade & Score	Jobwise Pathway Descriptor	Operations Career Pathway O5 Factor Descriptors (Jobs that related mostly to technical roles and trades requiring use of tools, equipment, machine, etc and applications of specialised knowledge and skills to analyse and solve technical problems)		Typical O5 Positions
E	O5 286-334 (ADM O5)	Technician 1: Specialised technical roles at advanced trades or certificate level accountable for moderately complex tasks with some impact on the work unit or wider organisation. Jobs at this level tend to involve more complex problem-solving, requiring judgment, interpretation and perhaps analysis and research	Education	H. TERTIARY / DIPLOMA Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialised field; or significant and regular part-time courses of study extending over 5 or more years. -VQF 4-6	Senior Lab Technician
			Experience	E. PROFICIENT The job requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire, extending beyond the short term. (typically, 1 – 2 years' related experience)	Database Officer
			Complexity	B. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	Investigator
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	System Support Officer
			Problem Solving	C.ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	Foreman Asset Maintenance
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	Security Admin Officer
			Impact of Decisions	A. Impact Single Division Direct impact of a single discretionary decision course minor impact. Manage own budget.	Senior Research & Mapping
			Interpersonal Skills	B-Relate Discuss work with employees and communicates information to others.	Survey Technician
			Authority	A. No authority to commit routine expenditure or capital expenditure, approve loans or extend credit. At the upper level there may be authority to sign external correspondence.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	


Table D. O4 ADM O4		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band D and the Operations career pathway Level S4 (ADM O4)			
Band	Grade & Score	Jobwise Pathway Descriptor	Operations Career Pathway O4 Factor Descriptors (Jobs that related mostly to technical roles and trades requiring use of tools, equipment, machine, etc and applications of specialised knowledge and skills to analyse and solve technical problems)		Typical O4 Positions
D	O4 236-285 (ADM O4)	Trades 2: Skilled trades or technical roles with accountability for results of and processes within portions of work or projects. Work under limited supervision performing moderately complex and Varied problems requiring judgement and interpretation.	Education	H. TERTIARY / DIPLOMA Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialized field; or significant and regular part-time courses of study extending over 5 or more years. Requires a wide range of specialized technical or scholastic skills to determine solutions. -VQF 4-6	Survey Field Technician
			Experience	D. SEMI ROUTINE Routine work practices, but experience in dealing with exceptions and special circumstances required. Experience may be related to the specific task or involve wider issues affecting the organization's operations. Able to be mastered relatively quickly, within a year. (6 – 12 months' experience)	
			Complexity	B. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatv terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

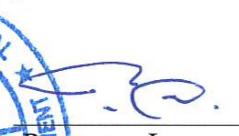
Table C. O3 ADM O3		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band C and the Operations career pathway Level O3 (ADM O3)			
Band	Grade & Score	Jobwise Pathway Descriptor	Operations Career Pathway O3 Factor Descriptors (Jobs that related mostly to technical roles and trades requiring use of tools, equipment, machine, etc and applications of specialised knowledge and skills to analyse and solve technical problems)		Typical O3 Positions
C	O3 191-235 (ADM O3)	Trades 1: Skilled or semi-skilled roles working more independent on varied range of well-defined tasks requiring a broader understanding of processes, procedures and work routines. May be required to operate machinery requiring proficiency	Education	G. SECONDARY / VOCATIONAL Requires 4 – 5 years' secondary schooling through to achievement of school leaving qualification and / or extended on-the-job training. Requires a range of well-developed skills and some relevant theoretical knowledge to deliver assigned job outcomes with some autonomy, discretion and judgement. -VQF 2-4	Mason/Carpenter
			Experience	C. ROUTINE Experience Familiarity with standardized work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months' experience)	
			Complexity	B. Practical The application of practical skills or acquired knowledge to undertake define activities.	
			Scope	B. Related Supervision of others not required but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C.ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	
			Freedom to Act	B. Instructions Detailed instruction are given on a range of tasks but the jobholder has some freedom to determine the order of task to be commenced. work is closely monitored and checked.	
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

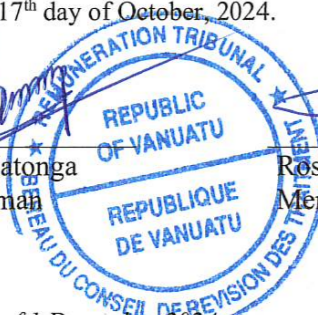
Table B. O2 ADM O2		The Job Classification Standards Table for the positions Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band B and the Operations career pathway Level O2 (ADM O2)			
Band	Grade & Score	Jobwise Pathway Descriptor	Operations Career Pathway O2 Factor Descriptors (Jobs that related mostly to technical roles and trades requiring use of tools, equipment, machine, etc and applications of specialised knowledge and skills to analyse and solve technical problems)		Typical O2 Positions
B	O2 145-190 (ADM O2)	Manual Labour 2: Unskilled or semi-skilled roles where accountability is limited to achievement of, straight forward day to day tasks under close supervision in routine situations.	Education	B. ELEMENTARY (PRIMARY) Basic schooling with ability to read and write and understand simple written instructions to carry out set and familiar routines as directed.	Assistant Cook Survey Cadet Field Officer
			Experience	B. SIMPLE TASKS Simple tasks which can be adequately learned within a few weeks. Instruction is normally given verbally but basic written procedures maybe provided.	
			Complexity	B. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	A. ROUTINE Problems are minor. Some individual judgement is required to interpret rules and instructions.	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly.	
			Impact of Decisions	A 1. IMPACT. Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	A. COURTESY Little contact with other staff other than normal pleasantries and basic courtesy.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Table A. O1 ADM O1		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band A and the Operations career pathway Level S1 (ADM O1)			
Band	Grade & Score	Jobwise Pathway Descriptor	Operations Career Pathway O1 Factor Descriptors (Jobs that related mostly to technical roles and trades requiring use of tools, equipment, machine, etc and applications of specialised knowledge and skills to analyse and solve technical problems)		Typical O1 Positions
A	O1 177-144 (ADM O1)	Manual Labour 1: Task focused manual roles where the work is limited to clearly defined and straight forward tasks governed by simple rules and clear or detailed instructions	Education	A. Basic No schooling required, and no clear requirement for reading / writing skills. Limited training in simple manual activities may be required to carry out simple tasks under close direction.	Maintenance Officer
			Experience	A. BASIC Basic tasks requiring no prior experience. Any training can be given on the job in a matter of hours.	Nursery Worker
			Complexity	A. Basic Simple and routine tasks specifically defined, easily learnt and requiring minimal independent thought or significant decision making by jobholder.	Handyman
			Scope	A. HIGHLY SPECIFIC Performance of specific tasks and activities that do not involve supervision or close liaison with others.	Groundman
			Problem Solving	A. REPETITIVE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt.	Field Officer
			Freedom to Act	A. CLOSE Work is subject to close supervision. Simple tasks are assigned and all work is checked in detail.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	A. COURTESY Little contact with other staff other than normal pleasantries and basic courtesy.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	


Signed this 17th day of October, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member



Effective as of 1 December 2024


Nigel Malosu
Member

GRT Determination 19 of 2024				
TABLE 4.1B: Operations Career Pathway – Annual Salary Structure of the positions for ancillary staff of a school or a PSET institutions assigned to Operations career pathway Band A to Band F and Level O1 to Level O6.				
VANUATU GOVERNMENT - GOVERNMENT REMUNERATION TRIBUNAL				
TEACHING SERVICE COMMISSION – PERFORMANCE-BASED SALARY STRUCTURE				
SALARY STRUCTURE OF OPERATIONS CAREER PATHWAY FOR POSITIONS OF ANCILLARY STAFF IN A SCHOOL OR A POST SECONDARY EDUCATION AND TRAINING INSTITUTION				
Band	Level	Grade	Annual Salary	Range
F	ADM O6	ADM O 6.9	3,000,000	Maximum
		ADM O 6.8	2,914,000	
		ADM O 6.7	2,827,000	
		ADM O 6.6	2,741,000	
		ADM O 6.5	2,654,000	Midpoint
		ADM O 6.4	2,568,000	
		ADM O 6.3	2,481,000	
		ADM O 6.2	2,394,000	Minimum
E	ADM O5	ADM O 5.9	2,221,000	Maximum
		ADM O 5.8	2,135,000	
		ADM O 5.7	2,048,000	
		ADM O 5.6	1,961,000	
		ADM O 5.5	1,875,000	Midpoint
		ADM O 5.4	1,788,000	
		ADM O 5.3	1,702,000	
		ADM O 5.2	1,615,000	Minimum
D	ADM O4	ADM O 4.9	1,435,000	Maximum
		ADM O 4.8	1,421,000	
		ADM O 4.7	1,407,000	
		ADM O 4.6	1,393,000	
		ADM O 4.5	1,378,000	Midpoint
		ADM O 4.4	1,364,000	
		ADM O 4.3	1,350,000	
		ADM O 4.2	1,336,000	
		ADM O 4.1	1,321,000	Minimum
	ADM O3	ADM O 3.9	1,307,000	Maximum
		ADM O 3.8	1,293,000	
		ADM O 3.7	1,279,000	

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C		ADM O 3.6	1,265,000	
		ADM O 3.5	1,250,000	Midpoint
		ADM O 3.4	1,236,000	
		ADM O 3.3	1,222,000	
		ADM O 3.2	1,208,000	
		ADM O 3.1	1,193,000	Minimum
B	ADM O2	ADM O 2.9	1,179,000	Maximum
		ADM O 2.8	1,165,000	
		ADM O 2.7	1,151,000	
		ADM O 2.6	1,137,000	
		ADM O 2.5	1,122,000	Midpoint
		ADM O 2.4	1,108,000	
		ADM O 2.3	1,094,000	
		ADM O 2.2	1,080,000	
		ADM O 2.1	1,065,000	Minimum
A	ADM O1	ADM O 1.9	1,058,000	Maximum
		ADM O 1.8	1,008,000	
		ADM O 1.7	957,000	
		ADM O 1.6	906,000	
		ADM O 1.5	855,000	Midpoint
		ADM O 1.4	805,000	
		ADM O 1.3	754,000	
		ADM O 1.2	703,000	
		ADM O 1.1	652,000	Minimum



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TABLE 4.2A – Customer and Business Support Career Pathway: The Job Classification Standards Tables for the positions of ancillary staff employed by a school or Post-Secondary Education and Training institution as assigned to Customer and Business Support career pathway Levels O1 to Level O6.

Signed this 17th day of December, 2024.

Saby Natonga
Chairman

Rosemary Leona
Member

Effective as of 1st December 2024

Nigel T. Malosu
Member

Table F. ADM S6		The Job Classification Standards Table for the positions of the Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band F and the Business Support career pathway Level S6 (ADM S6)			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S6 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Typical S6 Positions
F	S6 335-394 (ADM S6)	Senior Specialised Business Support: Accountability for a specialised area of admin or customer support, involving conflicting and diverse activities requiring high level of individual judgement. Problems of moderate scope and complexity requiring analytical and creative input, Initiative and judgement.	Education	J. TERTIARY / PROFESSIONAL Requires applied knowledge and understanding of the theoretical knowledge base in a specialised field or equivalent level of management. One or more academic degrees in a specific discipline is essential to perform complex assignments and formulate appropriate responses to resolve both concrete and abstract problems requiring analytical, specialist technical and creative input. -VQF 8-9	Principal Compliance Officer Finance Manager Human Resource Manager Principal Procurement Officer
			Experience	G. ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. Thus, it may be necessary to work in harmony with conflicting and diverse activities and usually involves control of resources and people. (5 – 10 years' relevant experience)	SEO Training and Employment Opportunities Principal Examination & Assessment Officer Principal Finance & Administration Officer
			Complexity	D. INVOLVED While the end results are generally defined, the means of achieving them are unspecified. Continuous balancing of conflicting demands from diverse sources is required and a high level of unpredictability and variability.	Finance Corporate Manager Principal Scholarship and Development Officer
			Scope	C. INFLUENCING / SUPERVISORY Supervision of others required and / or coordination of resources and processes (human /physical / financial), or a high degree of influence across the organization, in order to achieve significant outcomes.	Principal Investigator School Improvement Officer Principal Organization and Development Analyst
			Problem Solving	E. COMPLEX Problems contain unusual and unexpected elements which have not been previously encountered. Extensive research may be required, possibly extending up to 9 – 12 months. Corporate policies and in-house expertise will not provide a complete answer to the problem.	PEO Education Policy and Planning National Coordinator NLC
			Freedom to Act	E. GUIDANCE The jobholder is expected to work with a large degree of independence within the organisation's plans, policies and reporting requirements. Overall guidelines and objectives are discussed initially, and progress is reviewed intermittently and informally.	PEO Education Services Principal Organizational Development Analyst Principal Fleet Officer
			Impact of Decisions	B. IMPACT Direct impact of a single discretionary decision causes some impact, which can be expressed in vatu terms of hundreds of vatu. (supervise small team or provides advice)	Principal School Improvement Officer Assistant Legal Officer
			Interpersonal Skills	D. INFLUENCE / PERSUADE Considerable contact influencing staff either in a management role requiring sound communication skills or in roles requiring well-developed advisory / consultative / facilitation skills.	Principal HRMIS Principal Aid Programmer
			Authority	A. No authority to commit routine expenditure or capital expenditure, approve loans or extend credit. At the upper level there may be authority to sign external correspondence.	
			People Management	A. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

Table E. ADM S5		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band E and the Business Support career pathway Level S5 (ADM S5)			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S5 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Typical S5 Positions
E	S5 286-334 (ADM S5)	Specialised Admin/Customer Focus Jobs at this level tend to be more self-directed. Accountability for a specialised area of administration for the organisation with measurable impact. Varied problems of moderate complexity, requiring judgement and interpretation and perhaps analysis and research	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret. -VQF 6 & 7	Senior Data Officer Senior Procurement Officer SEO Rural Training
			Experience	E. PROFICIENT The job requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire, extending beyond the short term. (typically, 1 – 2 years' related experience)	Curriculum Coordinator Personnel Licensing (PEL) Officer Senior Procurement Officer
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	Environmental Health Officer Risk Management Officer
			Scope	C. INFLUENCING / SUPERVISORY Supervision of others required and / or coordination of resources and processes (human /physical / financial), or a high degree of influence across the organization, in order to achieve significant outcomes.	Senior Asset & Inventory Officer Senior M&E Officer Junior Secondary School Examination Officer
			Problem Solving	D. VARIED Problems are varied and the solution requires research through diverse and perhaps contradictory cases. Initiative and judgement is necessary in interpretation. In general, many of these problems extend far beyond the need for short term solutions, with the research required extending between 1 – 3 months.	Senior Desk Officer Development Cooperation Accountant
			Freedom to Act	D. GENERAL INSTRUCTIONS Work is subject to general instructions only, and specific completion targets are normally specified. Progress reviews are usually undertaken but in most instances assistance by a superior is given only when requested.	Principal Provincial Tourism Officer Senior Quality Assurance PEO Provincial Education
			Impact of Decisions	B. IMPACT Direct impact of a single discretionary decision causes some impact, which can be expressed in vatu terms of hundreds of vatu. (supervise small team or provides advice)	Principal Corrections Officer
			Interpersonal Skills	C. ADVISE / SUPERVISE Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	
			Authority	Financial Authority B. Authorises minor expenditure from another person's budget. (i.e. not accountable for an expenditure budget)	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

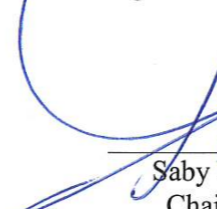
Table D. ADM S4		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band D and the Business Support career pathway Level S4 (ADM S4)			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S4 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Typical S4 Jobs
D	S4 236-285 (ADM S4)	Technical Admin/Customer Focus Technical administrative roles with accountability for results of and processes within portions of work or projects. Varied problems requiring judgement and interpretation within recognized patterns	Education	H. TERTIARY / DIPLOMA Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialized field; or significant and regular part-time courses of study extending over 5 or more years. Requires a wide range of specialized technical or scholastic skills to determine solutions. -VQF 4-6	Executive Secretary Administration & Finance Officer Assistant FSB Officer Secretary Provincial Statistics Officer
			Experience	E. PROFICIENT The job requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire, extending beyond the short term. (typically, 1 – 2 years' related experience)	Senior Corrections Officer Assistant Agriculture Officer Assistant Human Resource Officer
			Complexity	C.DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimize efficiency.	Asset Officer Data Processing Officer
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	Maintenance Supervisor Desktop Support Officer
			Problem Solving	C.ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	Project Officer Senior Registration Officer
			Freedom to Act	C.PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	Field Officer Senior Meteo Officer
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	


Table C. ADM S3		The Job Classification Standards Table for positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band C and the Business Support career pathway Level S3 (ADM S3)			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S3 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Typical S3 Jobs
C	S3 191-235 (ADM S3)	Administration/Customer Support: Process focused administrative or support roles with accountability for own day to day tasks requiring knowledge of procedures and processes within a work area. This level may also include customer facing roles with varied transactions, explaining, resolving enquiries.	Education	G. SECONDARY / VOCATIONAL Requires 4 – 5 years' secondary schooling through to achievement of school leaving qualification and / or extended on-the-job training. Requires a range of well-developed skills and some relevant theoretical knowledge to deliver assigned job outcomes with some autonomy, discretion and judgement -VQF 2-4	Administration Officer Help Desk Officer Clerical Officer Filing Clerk
			Experience	C. ROUTINE Familiarity with standardised work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months' experience)	Finance & Admin Officer Human Resource Officer
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	Labour Officer-Work Permit & Training Road Worthy Administration Officer
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	Security Officer Assistant Statistician
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	Maintenance Supervisor
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	Finance Records & Administration Assistant Finance Officer
			Impact of Decisions	A 1. IMPACT. Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	Data Entry Officer Secretary/Typist
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	Support Officer Librarian
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	Basic Examination Officer
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	Intern

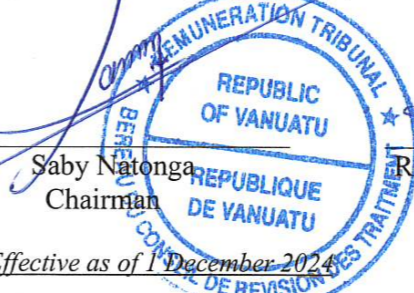
Table B. ADM S2		The Job Classification Standards Table for the positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band B and the Business Support career pathway Level S2 (ADM S2)			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S2 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Typical S2 Jobs
B	S2 145-190 (ADM S2)	Office Support: These are likely to be clerical or semi-skilled positions in support roles where accountability is limited to achievement of own day – to – day tasks, set and monitored by others. May also include customer facing roles, routine tasks.	Education	E. BASIC OCCUPATIONAL Requires 2 – 3 years' secondary schooling plus a course of basic occupational skills, mostly learnt on the job. Utilises a narrow range of knowledge and cognitive skills, such as the basic use of computers, to perform a range of repetitive and familiar tasks under supervision. -VQF 1	Driver
					Cleaner
					Receptionist
					Help Desk Officer
			Experience	C. ROUTINE Familiarity with standardised work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months' experience)	Driver/Messenger
					Office Assistant
			Complexity	A. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	Filing Clerk
					Media & Outreach Officer
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives	Driver/Groundsman
					Data Entry Clerk
			Problem Solving	C. ROUTINE Problems are minor. Some individual judgement is required to interpret rules and instructions.	Development Officer
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly.	Liaison Officer
					Information Officer
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Table A. ADM S1		The Job Classification Standards Table for positions of Ancillary Staff employed by a school or a Post-Secondary Education and Training institution, as assigned to Band A and the Business Support career pathway Level S1 (ADM S1)			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S1 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Typical S1 Jobs
A	S1 177-144 (ADM S1)	Task Support: Task focused support roles where the work is limited to clearly defined tasks governed by simple rules and clear or detailed instructions	Education	B. ELEMENTARY (PRIMARY) Basic schooling with ability to read and write and understand simple written instructions to carry out set and familiar routines as directed.	Cleaner
			Experience	B. SIMPLE TASKS Simple tasks which can be adequately learned within a few weeks. Instruction is normally given verbally but basic written procedures may be provided.	Nursery Worker
			Complexity	A. BASIC Simple and routine tasks specifically defined, easily learnt and requiring minimal independent thought or significant decision making by jobholder	Custom Counsellor
			Scope	A. HIGHLY SPECIFIC Performance of specific tasks and activities that do not involve supervision or close liaison with others.	Security Officer
			Problem Solving	A. REPETITIVE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt.	Gardener
			Freedom to Act	A. CLOSE Work is subject to close supervision. Simple tasks are assigned and all work is checked in detail.	Office Support
			Impact of Decisions	C. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	Field Support
			Interpersonal Skills	A COURTESY Little contact with other staff other than normal pleasantries and basic courtesy.	Cadet
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Signed this 17th day of December, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member



Effective as of 1 December 2024


Nigel Malosu
Member



GRT Determination 19 of 2024				
TABLE 4.2B – Annual Salary Structure for the positions of ancillary staff of a school or a PSET institution assigned to Customer and Business Support career pathway Band A to Band F and Level S1 to Level S6.				
VANUATU GOVERNMENT - GOVERNMENT REMUNERATION TRIBUNAL				
TEACHING SERVICE COMMISSION – PERFORMANCE-BASED SALARY STRUCTURE				
SALARY STRUCTURE OF SUPPORT CAREER PATHWAY FOR POSITIONS OF ANCILLARY STAFF IN A SCHOOL OR A POST SECONDARY EDUCATION AND TRAINING INSTITUTION				
Band	Level	Grade	Annual Salary	Range
F	ADM S6	ADM S 6.9	3,100,000	Maximum
		ADM S 6.8	3,035,000	
		ADM S 6.7	2,970,000	
		ADM S 6.6	2,904,000	
		ADM S 6.5	2,839,000	Midpoint
		ADM S 6.4	2,774,000	
		ADM S 6.3	2,708,000	
		ADM S 6.2	2,643,000	
		ADM S 6.1	2,577,000	Minimum
E	ADM S5	ADM S 5.9	2,512,000	Maximum
		ADM S 5.8	2,447,000	
		ADM S 5.7	2,381,000	
		ADM S 5.6	2,316,000	
		ADM S 5.5	2,250,000	Midpoint
		ADM S 5.4	2,185,000	
		ADM S 5.3	2,120,000	
		ADM S 5.2	2,054,000	
		ADM S 5.1	1,989,000	Minimum
D	ADM S4	ADM S 4.9	1,924,000	Maximum
		ADM S 4.8	1,858,000	
		ADM S 4.7	1,793,000	
		ADM S 4.6	1,727,000	
		ADM S 4.5	1,662,000	Midpoint
		ADM S 4.4	1,597,000	
		ADM S 4.3	1,531,000	
		ADM S 4.2	1,466,000	

		ADM S 4.1	1,400,000	Minimum
C	ADM S3	ADM S 3.9	1,380,000	Maximum
		ADM S 3.8	1,359,000	
		ADM S 3.7	1,338,000	
		ADM S 3.6	1,316,000	
		ADM S 3.5	1,295,000	Midpoint
		ADM S 3.4	1,273,000	
		ADM S 3.3	1,252,000	
		ADM S 3.2	1,230,000	
		ADM S 3.1	1,209,000	Minimum
B	ADM S2	ADM S 2.9	1,187,000	Maximum
		ADM S 2.8	1,166,000	
		ADM S 2.7	1,144,000	
		ADM S 2.6	1,112,300	
		ADM S 2.5	1,101,000	Midpoint
		ADM S 2.4	1,080,000	
		ADM S 2.3	1,058,000	
		ADM S 2.2	1,037,000	
		ADM S 2.1	1,015,000	Minimum
A	ADM S1	ADM S 1.9	1,002,000	Maximum
		ADM S 1.8	958,000	
		ADM S 1.7	914,000	
		ADM S 1.6	871,000	
		ADM S 1.5	827,000	Midpoint
		ADM S 1.4	783,000	
		ADM S 1.3	740,000	
		ADM S 1.2	696,000	
		ADM S 1.1	652,000	Minimum

Signed this 17th day of December, 2024.

Saby Natonga
Chairman

Rosemary Leona
Member

Nigel T. Malosu
Member

Effective as of 1st December 2024

